

Curriculum Policy



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Rationale

This document is a statement of the aims, principles and strategies used for the development of the Whale Hill Primary School curriculum, which is being further developed and implemented throughout 2022/23. The policy aims to take into account diversity and provide equality of opportunity.

Introduction

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the 2014 National Curriculum, but also the curriculum guarantees we as a school provide to develop the independence and responsibility of all of our pupils. We ensure that all children have a high-quality curriculum which is broad, deep and balanced: a relevant education which provides continuity and progression and takes individual differences into account. We aim to teach our pupils how to grow into positive, responsible people who can work and co-operate with others while developing knowledge and skills in order to achieve their full potential.

Values

Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our school curriculum is underpinned by our principle value of providing high quality educational experiences that are focussed on **continued improvement towards the best imaginable** in whole school standards and the development of independent and responsible learners. We have consistently high expectations of pupils in terms of both the content and presentation of their work which fosters a culture of diligence, aspiration and pride amongst our learners. Our curriculum includes transferable knowledge and builds deeper understanding/capacity for skilful performance.

These are the core values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual children, as well as for people of all cultures.
- We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and provide equal opportunities for all children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Curriculum Design

Statement of Intent

Our curriculum intent is to improve children's life aspirations and life chances, regardless of any barriers to learning. To be progressive and use core concepts to build on prior learning, balancing pupils' knowledge of their place in the world with a strong understanding of their locality.

Aims

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability.
- To be progressive and build on prior knowledge (core concepts).
- To facilitate children's acquisition of knowledge, skills, concepts and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- To balance pupils' knowledge of their place in the world, with a strong understanding of their locality.
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- To create and maintain an exciting and stimulating learning environment.
- To develop pupils' resilience in a happy and safe learning environment.
- To ensure that each child's education has continuity and progression.
- To enable children to be positive citizens in society.
- To enable all children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- To deliver a curriculum that encourages respect for the environment and society.
- To improve children's aspirations and life chances regardless of any barriers to learning.

At Whale Hill we aim to develop pupils who are successful, confident and responsible. Because of the curriculum offered at Whale Hill Primary School from nursery to year six, the children will (at a level appropriate to their age and ability) be able to be:

Successful – by acquiring skills to be:

- Creative thinkers;
- Problem solvers;
- Good question askers and learn by their mistakes;
- Good collaborators;
- Secure in their knowledge from the world and how it is shaped;
- Motivated to learn.

Confident – by having a secure:

- Sense of identity;
- Good relationships with all members of their community;

- Emotional awareness;
- Knowledge of right and wrong;
- Understanding of organisational skills;
- Awareness of a healthy lifestyle;
- Understanding of how to develop their strengths, talents and ambitions;
- Confidence and willingness to try new things.

Responsible – by developing their ability to be:

- Well prepared for life and work;
- Able to respect others and understand their own and others' cultures and traditions;
- Able to understand what it means to be British and appreciate British values whilst appreciating and respecting diversity in culture, faith and beliefs;
- Able to challenge injustice;
- Recognising how to sustain and improve the environment;
- Able to try to change things for the better.

Key Skills

We believe the following skills are key within pupil development, and these are promoted through our creative curriculum:

- Communication
- Application
- Information Technology
- Working with others
- Improving own learning and performance
- Problem solving

Coverage

Subjects are allocated a set number of hours per year:

30 History

30 Geography

36 Science

Art 30

French 18

CPU 30

Music 18

DT 30

RE 30

Implementation

Organisation and Planning

Curriculum leadership is distributed amongst subject leaders who have an excellent knowledge of their subject and a strong, clear vision of how to develop their subject. Subject leaders are supported by small working parties, comprised of staff from across school and each working party includes a member of the SLT. We plan the curriculum carefully so that there is coherence and full coverage of all aspects of the National Curriculum and Early Years Curriculum and there is planned progression in all curriculum areas. Our curriculum is designed to ensure that children develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively.

Sequencing of content and concepts is well thought out so that the curriculum builds on prior knowledge. Cross-curricular opportunities and transferable skills are utilised, balanced with the importance of discrete subject discipline.

Impact

In our curriculum planning, we plan to help children develop their skills so that their progress can be identified and monitored. All subject areas contribute to a child's progress in these skills.

As a school, we use a range of formative and summative assessment to support our teacher assessments in all areas of the curriculum as we believe that all children need to make good progress in these skill areas across the curriculum in order to develop their true potential. Our assessment also helps to inform changes to any planning, content and delivery.

After discussion, foundation subject leaders agreed that the system of assessment in foundation subjects wasn't sustainable, so during 2020/21, a new way of assessing foundation subjects is being developed.

Continuous improvement towards the best imaginable.

Statements of Intent by Subject

These will be added as they are formulated. They are devised by each subject leader, with contributions from teaching staff.

Science

Our Science curriculum aims to engage and give children an opportunity to experience awe and wonder within science and to want to be curious about the world around them. We want them to make sense of the world by using scientific enquiry skills. Through our progressive, enquiry-based framework, children will develop knowledge of scientists and take part in

science events. Concepts taught should be reinforced by focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. Alongside developing their scientific skills, pupils will develop a strong sense of how science shapes many everyday things and how Science and STEM will impact on their future.

Geography

Our Geography curriculum aims to inspire pupils with a curiosity and fascination about their local area and the world beyond Whale Hill that will remain with them throughout their lives. Through our progressive, enquiry-based framework, children will develop locational and place knowledge of their local area and wider world and an understanding of human and physical geography. Our fieldwork focus in every year group aims to provide and develop the children's practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, the ways in which they are interconnected and how they change over time.

History

Our History curriculum aims to inspire pupils with a curiosity and fascination about the past and a sense of identity so children can make connections and develop an understanding of their place in time. Through our progressive, enquiry-based framework, children will develop knowledge of significant people, events and civilisations from the past and an understanding of how they impacted on local, national and world history. Alongside developing their historical skills, pupils will develop a strong sense of locality and an interest in the past and how this has shaped the present day.

Computing

Our computing curriculum aims to inspire creativity, logical reasoning and IT literacy. Through a progressive and practical whole school plan, our children will be given the opportunity of exploring all the elements of the curriculum. It is our hope that this develops curiosity within the subject and that all of our children become responsible and respectful users of technology.

PSHE

The intent of our PSHE curriculum at Whale Hill Primary School is to develop pupils' awareness of themselves and the world around them. Our curriculum has a strong emphasis on mental health, wellbeing, respectful relationships and keeping healthy and our aim is to teach and encourage our children to be resilient learners and individuals who are prepared for a highly successful life beyond school.

Art

*Our Art & Design curriculum aims to inspire, enthuse and encourage children to explore and engage boldly and confidently with the Art world. We want them to think of art as something which caters to their individuality, allows them to take risks, embraces their mistakes and offers them their own unique journey, believing they are an artist like no other. By studying local artists, we hope our children will believe that art **is** an option for them. Our children will access a variety of artists, both the renowned and the obscure, male and female, local and international, gaining a deeper knowledge of differing artist backgrounds, styles, techniques, and influences in order to motivate, influence and foster criticisms and discussion around art. By offering a range of artists from over the years, the children will appreciate how art has both shaped and reflected our history and has made a valuable contribution to our society.*

P.E

The intent of our P.E curriculum is to inspire children to participate in physical activity for the rest of their lives. Through the delivery of unique, broad activities and skills which are fully inclusive, we aim to shape our children into healthy, social and active young people. We intend P.E to develop not only physical literacy and skills, but enable children to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect, decision making, social skills, teamwork and communication. Our curriculum intends to develop pupils' characters, including resilience, confidence and independence, equipping them to be responsible, respectful citizens who contribute to society.

MFL

In MFL, we aim to develop and promote an interest in language learning in a way that is both enjoyable and stimulating for practical purposes and in everyday contexts. To prepare and motivate children to continue their language learning journey at secondary school and beyond and encourage the children's curiosity, deepening their understanding of the world beyond where they live and developing their awareness and acceptance of cultural differences.

DT

Through the DT curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life purpose. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

RE

Our Religious Education curriculum aims to contribute dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God(s), ultimate reality, issues of right and wrong and what it means to be human. In RE, pupils learn about and from religions and worldviews in local, national and global contexts. Teaching will equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Our curriculum aims to develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.