



All Saints Benhilton Church of England Primary School Curriculum Policy



Approved by:

The Full Governing Body

Date: May 2021

Last reviewed on:

May 2021

Next review due:

May 2023

An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge. Proverbs 18:15

Purpose

This policy sets out the curriculum entitlement of children; how we organise to meet it and what steps are taken to make the curriculum inclusive. This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the [Department for Education's Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Please refer to our [EYFS policy](#) for information on how our early years curriculum is delivered.

Curriculum Intent

Our curriculum is designed to ensure that each and every child is nurtured and inspired through knowledge and faith and can live 'Life in all its fullness' (John 10:10). Our curriculum is delivered through stimulating lessons and experiences rooted in our Christian Values. It is bespoke to the needs of our pupils here at All Saints Benhilton, not only by focusing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by modelling the virtues given to us by Christ and by developing individual and collaborative learning experiences, a positive growth mindset, a sense of responsibility, and 21st Century skills that will take our children beyond the classroom and prepare them for their future lives.

We are a diverse, multicultural and inclusive school with an evolving curriculum which responds to the individual needs of our learners and their interests by enhancing local learning experiences and raising awareness from the local area to national and global arenas. Our curriculum is linked to the United Nations' 17 sustainable development goals. We will develop outward looking pupils who are able to understand how they learn, have an understanding of the wider world and its complex cultures, and a desire to make a difference. Our pupils will be digitally literate and courageous advocates for a respectful, responsible and kind online world.

Ultimately our curriculum is intended to:

- Develop our head and body: Through knowledge
- Develop our heart and character: Through faith
- Develop our actions and attitudes: Through knowledge and faith
- Develop our moral compass: Through knowledge, faith and love.

Curriculum Implementation

We believe that curriculum implementation cannot take place without our learners as the central figures in our curriculum implementation process. They will experience a broad and balanced curriculum which progressively builds on skills, knowledge and conceptual understanding year on year.

Clear strategic planning allows the curriculum to be dynamic and adapt to the context of the school and all children's needs. Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. We believe that our curriculum gives children real opportunities to develop key social skills, to understand the difference between right and wrong, to explore their own spirituality, show respect, celebrate difference and diversity and understand the values that underpin a democratic society. Our curriculum implementation recognises the importance of developing children who are resilient, innovative and intellectually curious and underpins all learning with Christian Values that will empower our pupils to support others and implement change on a local and global level.

[Religious Education](#) (RE) is not just an academic subject, but lies at the very heart of the curriculum and has an important role in reflecting and conveying the distinctively Christian character of our school. As well as exploring Christianity, pupils are given the opportunity to study other major world religions and consider what it means to be a practising member of a faith. We follow the Southwark Diocesan Board of Education's scheme of work for R.E. which teaches pupils about religion in accordance with two attainment targets, Learning About Religion (AT1) and Learning From Religion (AT2). These set out the skills, understanding and knowledge that pupils at different stages of their learning are expected to have. Alongside this, we use Understanding Christianity as a resource to support learning.

We follow the [Cornerstones](#) creative, project based curriculum for the following subjects (please click on individual subjects for more information):

- [Art and Design](#)
- [Computing](#)
- [Design and Technology](#)
- [English](#)
- [Geography](#)
- [History](#)
- [Music](#)
- [Science](#)

[Mathematics](#) is taught using the Maths Mastery approach and follows the [White Rose Maths](#) Primary scheme of work. Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject. Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to enable pupils to move on to more advanced material.

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Due to the impact of Remote Learning during 2020 and 2021, we are currently following [DfE primary national curriculum guidance](#) which identifies the most important conceptual knowledge and understanding that pupils need as they progress from year 1 to year 6. These important concepts are referred to as ready-to-progress criteria and provide a coherent, linked framework to support pupils' mastery of the primary mathematics curriculum.

Phonics is taught using the [Sounds-Write](#) programme which is a quality first phonics programme to teach reading, spelling and writing. It is introduced in E.Y.F.S., taught in KS1 and fine-tuned throughout Key Stage 2.

[Physical Education](#) (P.E.) follows the Merton Scheme of work for Gym, Athletics and Outdoor Games and is taught for a minimum of two hours per week in line with [statutory guidance](#).

[PSHE including SRE](#) (personal, social, health and economic including sex and relationships education) is a safeguarding curriculum that provides children with the knowledge and skills they need to safeguard themselves and others from potential harm. We follow the [Jigsaw 2](#) scheme of work to ensure our pupils learn about themselves as growing and changing individuals with their own experiences and ideas as they become more mature, independent and self-confident throughout their time at All Saints Benhilton.

[Spanish](#) is taught in Key Stage 2 by a specialist practitioner for 30 minutes per week and follows the [JMB Education Hola Espanol programme](#).

Curriculum Impact

We use rigorous monitoring throughout the year to gauge the impact of our curriculum. Alongside senior leadership and middle leadership, subject leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team strengthens our ethos and vision as we work together to reflect upon our curriculum and share outcomes to drive forward next steps. Learning and progress is measured through careful analysis of the application of skills across the curriculum; showing how acquisition of knowledge is enhanced by expectations to evidence quality thinking and demonstrate individual understanding. Class teachers and curriculum teams conduct performance analysis linked to this monitoring so as to measure performance against individual and school targets, which are reviewed regularly.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

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- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our [equal opportunities policy](#), and in our [SEN policy and information report](#).

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through Governor Curriculum pairs (acting as critical friend to subject leaders) and termly subject scrutiny in the Curriculum committee.

Links

This policy links to the following policies and procedures:

- [EYFS policy](#)
- [Assessment policy](#)
- [SEN policy and information report](#)
- [Equal opportunities policy](#)
- [EAL policy](#)
- [Remote Education Contingency Plan](#)