

The New Primary Curriculum

The Curriculum

The whole curriculum is everything which the child experiences during his/her time in school. It includes those aspects which are difficult to quantify; play, assemblies, social relationships, happy working atmosphere as well as the teaching and learning situations in class time.

In this school we aim to encourage the development of the whole person. We seek to make the curriculum appropriate to the child's interest and aspirations. We recognise the individual needs and abilities of each learner and strive to support the development of intellectual, emotional, cultural, moral aesthetic, spiritual, physical and social qualities.



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The Governors are keen for parents to realise that Headteacher is happy to meet parents who wish to discuss any aspect of the school curriculum whether they are statutory documents or documents such as policies and schemes which have been produced within the school.

Religious Education

Religious Education is the very core and essence of our existence as a Catholic School and plays a key part in the curriculum.

It is expected that the children admitted to the school will take a full and active part in the religious life of the school.

Religious Education is undertaken according to the doctrines and practices of the Roman Catholic Church.

Our aim in Religious Education is to lead the children to a living faith through prayer, the Mass, the RE Programme, Statements to Live By, school assemblies and the liturgical life of the Church.

The school currently uses the 'Come and See' Scheme of Work and resources. Regular whole school or key stage assemblies take place each week and each class is involved in preparing and taking part in class liturgies, in a class assembly, class Mass or non-Eucharistic service during the year.

Our children also study other faiths to create an understanding and tolerance of other peoples' beliefs. There is an inter-faith dialogue project running through e-mail with another city school which has pupils predominantly of three other faiths: Hinduism, Islam and Sikhism.

A specially designed prayer garden, to mark the 40th Anniversary of the school, enables the pupils to sit quietly to reflect and pray in a calm environment.

The children learn about other World Faiths in a rolling programme (2 faiths are studied per year). **In addition pupils in Year 6 take part in an Interfaith Dialogue with an inner city school of predominantly other faiths.**

Collective Worship

Assembly and class time is used for collective worship, and to endorse and encourage good behaviour. Assembly time is also used to share and celebrate success, special occasions, e.g. birthdays and achievements – presentation of certificates and awards.

Parents are invited into school on regular occasions to share class assemblies, Class Masses, Liturgies and Whole School Masses. They are also invited to specially prepared productions and to services for special occasions e.g. Christmas, Easter and Harvest. Notice of such events is given in advance, either by a general letter of invitation, or through individual class invitations.

The children are taught and say each day the traditional prayers and also write and read their own prayers on different topical themes. Children are also invited to write reflections on different aspects of the liturgical year and children are actively encouraged to lead class prayers, acts of worship and class liturgies.

As a school, we feel that both traditional prayers and children's own prayers are of great value as a way of communicating with God, developing our own personal relationship with Him and keeping Him always by our side.

There is a close co-operation between the school and the Church. The Parish Priest visits the school on a regular basis for Class Masses, Whole School Masses and other liturgical celebrations to which everyone is welcomed. The children also attend Mass at St Thomas More Church: Holy Days of Obligation and Feast Days are duly observed. Each year group from Year 3 to Year 6 are invited to lead the 9.00 am Mass on the first Sunday in each month during term time.

Key Stage 1 classes hold non-Eucharistic services to which parents are invited. They are led by Mr John Elliott.

“The provision for prayer and collective worship are strengths of the school. They are an integral part of the life at Saint Thomas More School, facilitating the spiritual and moral development of the children. However, collective worship makes not only an outstanding contribution to the spirituality and moral development of the children but to their enjoyment of school life and overall sense of well-being.”

Diocesan Ofsted Inspection November 2008

The Sacraments

The children of St Thomas More School start preparing for their First Holy Communion and the Sacrament of Holy Reconciliation when they are in Year 3. The preparation is done in the Parish in partnership with the School and with great involvement from the parents. The Sacrament of Reconciliation takes place during the season of Lent and the First Holy Communion Service usually takes place on the Saturday prior to the Feast of Corpus Christi.

We recognise that parents are the first teachers of their children in the ways of the faith and we seek to work in close partnership with the home and the Parish.

The Primary Curriculum

The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage curriculum has seven areas of learning and development that must shape educational programmes in the early years. All areas of learning and development are important and inter-connected. These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **prime** areas, are:

- Communication and Language;

- Physical Development;
- Personal, Social and Emotional Development.

There are also four specific area, though which the prime areas are strengthened and applied. The **specific** areas are:

- Literacy;
- Mathematics;
- Understanding the World, and
- Expressive Arts and Design.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult led and child initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Each child's level of development is assessed against the early learning goals indicating whether children are **meeting expected levels of development** or if they are **exceeding expected levels of development** or **not yet reaching expected levels (emerging)**. This is 'The Early Years Foundation Profile' which will be completed for each child at the end of F2. The profile provides a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1.

KEY STAGE 1 and KEY STAGE 2

The new Programmes of Study for each of the three core subject: English, Mathematics and Science will be introduced and taught from September 2014.

AIMS

ENGLISH

The overarching aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and develop a love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often for both pleasure and information
- Acquire a wide vocabulary, and understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Reading

In Reading the Programmes of Study consist of two dimensions:

- Word reading
- Comprehension (both listening and reading)

Teaching focuses on developing pupils' competence in both dimensions and different kinds of teaching are used for each.

Pupils are taught skilled word reading incorporating the working out of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. The teaching of phonics is emphasised in the early teaching of reading.

The Oxford Reading Tree Project X and other supplementary schemes are used as a foundation scheme in both Key Stages to provide a structured vocabulary and basic reading skills through stories to which the children can relate; supplementary books, poetry and plays are also used.

The home/school reading programme is initiated in the F2 class and continued throughout the school. It is designed to extend basic reading skills through reading for pleasure and parental involvement and encouragement: this is vital for developing a positive attitude to books and to reading for a variety of purposes. As the children progress through the school a variety of reading materials are used to develop comprehension, prediction and sequencing skills. Older children are taught to discriminate between factual reporting and editorial comment and to use inferential reading skills. They use reference books as a resource for writing in a variety of styles and for a variety of purposes. The children are encouraged to express their thoughts and ideas in poetry as well as prose, and also in different art forms.

Pupils have an opportunity to develop good comprehension skills through their experience of high quality conversation with their teachers, as well as from reading and discussing a range of stories, poems and non-fiction. Pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live and to establish an appreciation and love of reading.

It is our intention that by the end of their primary education all pupils are able to read fluently and with confidence, in any subject in their forthcoming secondary education.

Writing

The Programmes of Study for writing are constructed similarly to that for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

We aim to develop pupils' competence in spelling, handwriting and composition. In addition, pupils are taught how to plan, revise and evaluate their writing. They are taught to spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphological (word structure) and orthographic (spelling structure) patterns of words. Pupils are also taught fluent, legible and eventually speedy handwriting.

Effective composition skills are taught involving articulating and communicating ideas and then organising them coherently for a reader.

Spoken Language

The National Curriculum for English reflects the importance of spoken language in pupils' development – linguistic, cognitive and social – across the whole curriculum. Teaching ensures the continual development of pupils' confidence and competence in spoken language.

Each Programme of Study is set out year-by-year for Key Stage 1 and two-yearly for Key Stage 2 in English and by the end of each Key Stage pupils are expected to have the knowledge, skills and understanding of matters taught in the relevant Programme of Study.

Programmes of Study are available on the school website from September 2014.

MATHEMATICS

The National Curriculum for mathematics aims to ensure all pupils:

- Become fluent in the fundamentals of mathematics so that they are efficient in using selecting the appropriate written algorithms mental methods, underpinned by mathematical concepts
- Can solve problems by applying their mathematics to a variety of problems with increasing sophistication including in unfamiliar contexts and to model real-life scenarios
- Can reason mathematically by following a of enquiry and develop and present a justification, argument or proof using mathematical language.



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Pupils are taught the quick and accurate mental recall of facts, precision and confidence in using mathematical concepts, properties and symbols and the competent and flexible selection and application of methods in different contexts. Pupils are taught problem solving skills requiring analysing information presented in different forms, recognising what is given information and what additional information is needed; identifying and conjecturing patterns, relationships and generalisations; testing, inducing, deducing and proving and communicating ideas effectively. They are also taught to break down problems into a series of simpler problems or steps.

The Programmes of Study are organised in a distinct sequence and structured into separate areas. Each Programme of Study is set out year-by-year in Mathematics and by the end of each Key Stage pupils are expected to have the knowledge, skills and understanding of the matters taught in the relevant Programme of Study. Programmes of Study are available on the school website from September 2014.

SCIENCE

The National Curriculum for science aims to ensure all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- Develop understanding of the nature, processes and methods of science through practical activity
- Are equipped with the scientific knowledge required to understand its uses and implications today and for the future.

The Programmes of Study describe a sequence of knowledge and concepts. Pupils develop secure understanding of scientific concepts and are able to describe associated processes and key characteristics in common language, they become familiar with, and use accurately, the technical terminology appropriate to such concepts. They build an extended specialist vocabulary and learn to use this with precision as they progress. They also learn to apply their mathematical knowledge to their understanding of science.

Each Programme of Study is set out year-by-year for science. By the end of each Key Stage pupils are expected to have the knowledge, skills and understanding of the matters taught in the

relevant Programme of Study. Programmes of Study are available on the school website from September 2013.

Languages

Our high quality languages education aims to pupils' curiosity and deepen their understanding world. The teaching enables pupils to express ideas and thoughts in another language and to understand and respond to its speakers, both in and in writing. It also provides opportunities for to communicate for practical purposes, learn ways of thinking and read great literature in the original language. Language teaching provides foundation for learning further languages, equipping pupils to study and work in other countries.



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The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned
- Discover and develop an appreciation of a range of writing in the language studied.

French is taught, for one lesson per week, to pupils in Years 3 – 6. There is also an independent Italian Club open to all pupils at a competitive cost.



Drama is seen as an essential vehicle for promoting cross curricular work. The school is very proud of the outstanding productions performed each year by the Drama club members.

In 2013 the Drama Club performed 'Pinafore Pirates'

Computing

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also



ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The National Curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar techniques, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology.

Information and communications technology (ICT) plays an important part in the education of our pupils. At all ages, the children are able to use the computer as an integral part of the lesson. At present each class has a number of computers linked to the Internet. During Key Stage 2, pupils use a wider range of ICT tools and information sources to support their work in other subjects. They develop their research skills and decide what information is appropriate for their work. They begin to question the plausibility and quality of information. They learn how to amend their work and present it in a way that suits its audience. Skills of word processing, data storage and retrieval, problem solving, compiling newspapers, PowerPoint presentations etc. are developed at the appropriate level.

We operate the Junior Alice Library Module enabling children to practice and develop a range of search strategies enhancing their role as independent learners, preparing them for the modern world of work in the new ‘Information Society’.

We have a purpose built computer suite which houses 16 workstations, 2 laser colour printers linked to the Internet and an Interactive Whiteboard. All classrooms have Interactive Whiteboard facilities.

We also have 15 Fizzbooks (mini laptops) and 32 iPads for classroom use.

Our inter-faith dialogue with an inner city school takes place by e-mail. Our pupils e-mail a partner in the other school, learning to send attachments and other methods of communication.

The school has an E-Safeguarding Policy.

History – Purpose of Study

Our high quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It aims to inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The National Curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world; the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

- Gain and deploy a historically grounded understanding of abstract terms such as *empire*, *civilisation*, *parliament* and *peasantry*
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- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long term timescales.

Geography – Purpose of Study

Our high quality geography education aims to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching aims to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

The National Curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways, including through maps and writing at length.

Music – Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. Our high quality music education aims to engage and inspire pupils to develop a love of music and their as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with



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music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Pupils can develop skills in school lessons and also with peripatetic music support.

Music is used for assemblies, liturgical celebrations and concerts and often as an aspect of themes and topics in other subjects.

There is a well supported orchestra and choir which both perform at a high standard and have opportunities to perform in front of an audience in plays, concerts and larger scale musical performances.

In past years all pupils in Year 3 have had the opportunity to learn to play the violin, viola or cello and it is hoped that they have been encouraged by this experience to continue playing.

This year all Year 4 pupils are learning to play the djembe drum.

Art and Design – Purpose of Study

Art, craft and design embody some of the highest form of human creativity. Our Art and Design curriculum aims to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they are challenged to think critically and develop a more rigorous understanding of art and design. They learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.



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The National Curriculum for art and design aims to ensure that all pupils:



- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Cross-curricular opportunities are used to promote creativity and enjoyment in pupils' learning.

In Key Stage 2 children have the opportunity to extend their talents in the weekly after school Art Club.

The school gained the Arts Mark in March 2006 (updated in 2010).

Design and Technology – Purpose of Study



Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The National Curriculum for design and technology aims to ensure that all pupils:



- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasing technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

During Key Stage 2 pupils work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum and use ICT technology in a range of ways to enhance learning.



Cooking and Nutrition

As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great

expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils will be taught to:

Key Stage 1

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

Key Stage 2

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Physical Education – Purpose of Study

Our high quality physical education curriculum inspires all pupils to succeed excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and activities build character and help to embed values such as fairness and respect.



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The National Curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

This involves the children in three areas of activity for Key Stage 1 children:

Gymnastics, Dance and Games, and four areas of activity for Key Stage 2 children: Gymnastics, Dances, Games, Outdoor Activities including Swimming in Years 3, 4, 5 and 6.

Physical Education involves the children in planning, performing and evaluating in all aspects, with an emphasis on active participation and performance.



Basic games skills are taught throughout the school; as well as outdoor PE, the hall is used for gymnastics, dance/drama and indoor games. For Key Stage 2 children, games include netball, football, mini tennis, basketball, tag rugby, hockey and athletics. Years 5 and 6 children have the opportunity to have swimming lessons at the Aylestone Leisure Centre during the Autumn Term

and Years 3 and 4 children during the Spring Term. All children have access to the parish playing field.

Pupils have many opportunities to extend their skills in a wide range of extra-curricular clubs and matches including cross country, football, netball, basketball, dance and gymnastics.

Our school has achieved the Active Mark – Gold, presented by Sport England and the British Heart Foundation in recognition of the **school's outstanding commitment** to promoting the benefits of physical activity and school sport. We were the first primary school in the city to be awarded this standard in 2003 but have since renewed it annually as part of the PESSCL survey.

During the past year the children have had the opportunity to receive professional coaching in: football, cricket, tennis, basketball, gymnastics and dance. They have taken part in swimming galas, cross country races and city and county athletics competitions as well as football, cricket, basketball and netball matches.

Sex Education

Sex education is integrated into the curriculum and is not treated as a separate 'add on' subject. It is taught through wider 'health' and 'ourselves' topics and teaching is set within the context of not only the children's physical and emotional development but also within that of their spiritual and moral growth, recognising the Church's guidelines. We aim to weld together aspects of the curriculum into a coherent structure which will emphasise living and growing, new life and personal care, God's love and teaching and the way we love God and our neighbour. The children are taught respect for themselves, for others and for life. The object is to produce children who are aware of themselves, of others and the goodness of God's creation. If children ask questions of this nature at any time these will be answered honestly and in a factual manner appropriate to their age. The school does have an Education in Sexuality Policy and a Scheme of Work.

In Years 5 and 6 the children receive specific teaching in sex education from the School Nurse. Parents' consent is requested for these sessions. Parents can withdraw their children from all or part of sex education, except that which is part of the National Curriculum Science requirement.

Health and Safety

The safety of the children in school is of paramount importance to all staff. The need for care both inside and outside the school is emphasised frequently.

The local police, road safety team, fire safety team, school doctor, nurse, dentist and audiometrician visit the school regularly.

The health and safety education programme includes water safety, safety in the home, safety at work and play and cycling proficiency. Pupils in Years 1 and 5 have specific fire safety training.

The school has a Policy and Scheme of Work for Drugs Education (EPR). In Year 6 the children take part in three sessions led by Voluntary Action Leicester which teaches them about the dangers of drugs.

The school has extensive risk assessments for areas used for play and physical activity.

A full Health and Safety Risk Assessment is carried out on an annual basis. The Fire Risk Assessment and Health and Safety Policy are reviewed annually.

The Importance of Personal, Social and Health Education and Citizenship

Personal, social and health education (PSHE) and citizenship help to give pupils the knowledge, skills and understanding that they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their own experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

PSHE and Citizenship is taught specifically in planned lessons to cover certain areas and also throughout the curriculum as part of lessons such as RE, Science, History, Geography and Literacy and SEAL (Social and Emotional Aspects of Learning).

The school gained the Healthy Eating Enhancement Award in 2012. The school achieved the Anti-bullying Community Award in November 2010 which was updated in November 2012.

Children with Special Needs

“There is good support for pupils with learning difficulties and disabilities and so these pupils make good progress.”

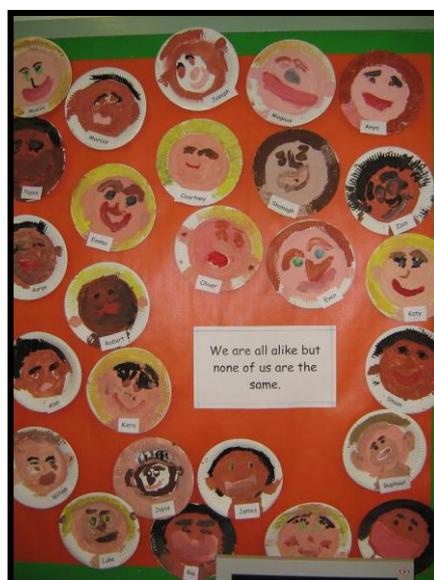
Ofsted November 2005

The school believes that each child is a unique and worthy individual and a valued and important member of school community.

In striving to develop the child's confidence to work as a self-motivated individual it is important that children are not left with the feeling that they are failures. The school makes every effort to encourage and develop talents and overcome difficulties.

The school is working towards becoming a Dyslexia Friendly school.

The school has a Policy for Special Educational Needs based on the values derived from the Statement of Principles adopted by the LA and guided by the Code of Practice MIN document and the School's Mission Statement. This ensures that careful monitoring of children with special needs is carried out, outside agencies are brought in, after consultation with parents, to advise on the



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educational strategies needed. Parents are consulted at all stages even up to and including the production of a written Statement of Special Educational Needs for a particular pupil.

Copies of the Policy and 'A Guide for Parents' booklet can be obtained from the school website or by asking the Headteacher or Special Needs Co-ordinator (SENCo).

Children with special needs are given work designed to meet their individual needs. There may be times when they will be working with teachers, other than their class teacher, in smaller groups or as individuals.

We also recognise that some of our pupils have special gifts and talents and they are recognised through the More Able, Gifted/Talented register. Again parents are notified of their inclusion on the register and procedures for identifying these children can be found in the Gifted and Talented Policy.