



The Federation of Mowden Schools (Academy Trust)

Curriculum Policy

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Approved by Chair of Committee:

Signature  Dated ... 5-3-19

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Approved by Chair of Governors:

Signature  Dated ... 15/02/2019

Name.....

Introduction:

Our school's curriculum is made up of all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity and curiosity in our children, and to help them become independent learners. Above all we believe in making learning fun.

This policy refers to all the curriculum areas we teach within the federation.

Values:

Our school curriculum is underpinned by our core values. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Our curriculum is influenced by and reflects the values of society, and the kind of society we want to be. It is a route to spiritual, moral, social, cultural, physical and mental development and thus the well-being, of the individual. Through our curriculum, we encourage children to value themselves, their families, other relationships and the wider group to which they belong. It reflects the diverse society in which we live and reaffirms our commitment to **British values**.

We encourage our children to respond positively to the opportunities and challenges of the rapidly changing world in which they live. We prepare children to engage as individuals, parents, workers and citizens, with economic, social and cultural change, including the continued globalisation of the economy and society, with new work and leisure patterns and with the rapid expansion of communication technologies. These are the main values of our school, which incorporate British Values, upon which we have based our curriculum:

- We value children's uniqueness, listen to the views of individual children and promote respect for diverse cultures
- We value and encourage respect for democracy and support for participation in the democratic processes

- We promote personal and social development of individuals and encourage in children an ability to distinguish between what's right and wrong
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth
- We value the importance of each person in our community, and organise our curriculum to promote inclusion, cooperation and understanding among all members of our community
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are and treat them with fairness and honesty
- We promote tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- We value the importance of all people being seen as equal regardless of their race, religion, social background, gender or sexuality
- We seek to enable each person to be successful and we provide equal opportunities for all our pupils
- We strive to ensure inclusion practise for all
- We value our environment and teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves but also for future generations

General Aims:

The general aims of our school curriculum are:

- To enable all children to learn, and develop their skills, to the best of their ability
- To fulfil all the requirements of the National Curriculum and locally agreed syllabus for Religious Education
- To develop a diverse set of skills and to know how to use them in within a wide range of subjects
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To teach children the basic skills of English, maths and computing
- To enable children to be creative and to develop their own thinking
- To encourage children to become independent in their own learning
- To ensure that all children make at least expected progress in their learning and be motivated to exceed it
- To teach children about the developing world, including how their environment and society have changed over time
- To help children understand Britain's cultural heritage
- To appreciate and value the contribution made by all ethnic groups in our multi-cultural society and to respect the beliefs of others
- To teach children to have an awareness of their own spiritual, moral and social development and to respect the beliefs of others

- To help children to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable children to have respect for themselves and high self-esteem and to live and work co-operatively with others

Organisation and planning:

We agree a long-term plan for each key stage. This indicates which skills, objectives and topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis. We monitor the curriculum to ensure that there is a progression of skills taught throughout the federation.

Teachers from each year group meet at the start of a term and then weekly to plan together medium and short term objectives and activities with guidance from the National Curriculum and school 'Non-negotiables'.

Reception:

The main aim in our reception classes is to ensure we cater to the 'Unique Child' whilst maintaining challenge and progression of learning for all. The curriculum we use to deliver this meets the requirements set out in the Early Years Foundation Stage Profile revised in 2013. Our curriculum planning focuses on 'Characteristics of Effective Learning' and 'Areas of Learning and Development'. Ongoing assessment is an integral part of this process to understand children's level of achievement, interests and learning styles. Reflecting on these observations, practitioners plan a creative learning environment to shape the learning experiences for each child.

Teaching in the reception classes builds on the experiences of the children in their pre-school settings. We know that learning does not just happen at school and we value children's learning experiences outside the school day. Our learning journals provide a forum for sharing learning experiences in all settings the children experience in their day (home, childminders, grandparents, child care setting etc)

We value the support of parents/carers in helping their child/children to make good progress in school. We strive to build positive links by keeping them informed about how well they are progressing through the learning journals, written reports and regular meetings.

KS1 and KS2:

At Key Stages 1 and 2 we place emphasis on developing skills and being creative whilst achieving a broad and balanced curriculum over the year. Wherever possible we try to have a cross curricular approach so that subjects are linked with a particular theme. This is to allow the children to become more immersed in an area of study. However, sometimes subjects do not link

with a particular topic so are taught as discrete lessons. Over the three terms of an academic year, each child has the opportunity to experience the full range of the national curriculum subjects.

Although we follow the National Curriculum, as an academy, we have the freedom to make changes or add content which we feel suits the needs of our children. For example, in our history and geography our topics include a Victorian seaside, Invaders and Settlers, Britain and Darlington since 1930, the Alps and Native America.

The curriculum and inclusion:

We are an inclusive school and as such, the curriculum is designed to be accessed by *all* children who attend the federation regardless of their abilities or needs. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we may do so, in consultation with their parents.

Social, moral, spiritual and cultural development:

The spiritual, moral, social and cultural development of our pupils is actively promoted within and beyond the curriculum. Children learn to respect others with different beliefs, faiths or cultural background and have opportunities to share and develop ideas about their own belief system and values through assemblies, and through the curriculum, particularly through Religious Education and Personal, Social, Health and Citizenship Education. The federation prides itself on its inclusive ethos. Children are encouraged to approach their learning with a sense of curiosity, imagination and responsibility, reflecting on their experiences and showing interest in the world around them.

Assemblies are daily times of meeting together and an opportunity for children to reflect on spiritual, moral, social or cultural issues. Assemblies also regularly support the work done in the classroom. We hold half termly PSHCE good work assemblies for every class to share what they have been learning about.

The PSHCE curriculum ensures pupils develop their understanding of morality and the social skills to engage in learning.

Opportunities for pupils to take responsibility and contribute to the wider community are provided through initiatives such as Class Ambassadors. Children also develop awareness of society outside school through visits and visitors that broaden their experience and understanding of the curriculum and the community.

Right to withdraw:

Sex and relationship education (SRE) involves teaching children about relationships and the changes their bodies will eventually go through. In upper KS2 it involves learning about conception, contraception, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation. Parents are always informed of the content and when it will be delivered.

Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they wish.

Religious Education (RE) is compulsory for schools to teach, however, parents can withdraw their children for all or part of the lessons.

Subjects Covered:

	English	Maths	Science	PE	ICT	RE	PSHE and Citizenship	History	Geography	Music	Art and Design	Design and Technology	MFL
KS1													
Y1	•	•	•	•	•	•	•	•	•	•	•	•	
Y2	•	•	•	•	•	•	•	•	•	•	•	•	
KS2													
Y3	•	•	•	•	•	•	•	•	•	•	•	•	•
Y4	•	•	•	•	•	•	•	•	•	•	•	•	•
Y5	•	•	•	•	•	•	•	•	•	•	•	•	•
Y6	•	•	•	•	•	•	•	•	•	•	•	•	•

Aims for Individual Curriculum Subjects:

ENGLISH:

- Understand that 'English' embraces writing, reading, and speaking and listening
- Read and write with confidence, fluency and understanding, using a range of appropriate literacy strategies
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation
- Develop and use their powers of imagination, inventiveness and critical awareness
- Have an interest in words, their meanings; develop a growing vocabulary in spoken and written forms
- Have an interest in books and read for enjoyment
- To develop a handwriting style in line with the Federation's policy
- Adapt their speech to a wide range of circumstances and demands

MATHS:

- To develop a positive attitude to Maths by presenting it as an enjoyable, interesting and attractive subject
- To develop children's confidence in their own ability to understand and tackle mathematical questions
- To develop their ability to think clearly and logically with independence of thought and flexibility of mind
- To develop an understanding of mathematics through a process of enquiry and experiment
- To make children aware of the uses of maths in everyday learning and in the world beyond the classroom
- To encourage persistence through sustained work in mathematics, that requires perseverance over a period of time
- To encourage children to express their mathematical ideas fluently and use its language
- To use their knowledge of mathematical concepts to reason and to solve problems

SCIENCE:

- To promote positive attitudes towards, and enthusiasm for science lessons
- To enable children to develop knowledge and understanding of the world in which they live through observation and investigation of that world

- To learn about ways of thinking and questioning in order to investigate ideas and communicate them to others
- To develop knowledge of important scientific ideas, processes and skills
- To enable children to work in a scientific way, in a broad range of relevant contexts, using a wide variety of materials and equipment
- To explore values and attitudes arising from scientific advances

DESIGN AND TECHNOLOGY:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently
- Develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making things
- 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 ideas and products and the work of others
- Understand and apply the principles of nutrition

MODERN FOREIGN LANGUAGES:

- Foster positive attitudes towards foreign language learning
- Use and respond to the foreign language
- Become increasingly familiar with the sounds and written form of a modern foreign language
- Develop language skills and language-learning skills
- Make comparisons between the foreign language and English
- Children consider their own culture and compare it with another
- Form a sound basis for further study at key stage 3 and beyond

COMPUTING:

- Prepare children for a world which is constantly changing in technology
- To explore and present information in an effective way
- Develop knowledge and understanding of the importance of information and of how to find, select and prepare it
- Develop skills in using hardware and software to manipulate information in their processes of problem solving, recording and expressive work
- Apply ICT skills in other areas of the curriculum in order to enhance learning
- Explore their attitudes towards ICT, its value to themselves, others and society, and their awareness of its advantages and limitations
- To prepare children for the dangers involved in using technology in order to make them safer in the society in which we live

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

PERSONAL, HEALTH, SOCIAL CITIZENSHIP EDUCATION (PHSCE):

PSHCE will enable children to:

- Feel good about themselves and help others to feel good too
- Know themselves well
- Feel confident about self-expression
- Develop a health conscious life style
- Be an independent and responsible member of our school community and wider society

The curriculum aims to help develop children's confidence, self-esteem and awareness to:

- Make the most of their abilities
- Have ownership and responsibility for their own behaviour and actions
- Play an active role as citizens and participate in the life of the school
- Develop good relationships
- Respect the differences between people
- Develop a healthy and safe lifestyle
- Become increasingly confident and responsible

HISTORY AND GEOGRAPHY:

History:

- To stimulate the children's interest and curiosity about the past
- Learn about specific events and people in history
- To foster interest and enjoyment in learning through the use of artefacts, practical activities and outings
- To enable children to gain knowledge and understanding about historical periods, significant events in the past and lives of people in the past and to appreciate how things have changed over time
- To develop a sense of chronology
- To help children understand society and their place within it so that they develop a sense of their own identity
- To develop the skills of enquiry, investigation, analysis, evaluation and problem solving
- To demonstrate understanding of the past through interpreting types of historical sources

Geography:

- To stimulate interest in, and to encourage an appreciation of the world around us
- To enable children to gain knowledge and understanding of places and themes
- To encourage children to investigate and ask questions about real people in real places and their interaction with the environment
- To gain a greater understanding of the ways of life and cultures of people in other places
- To help children begin to understand their own role and the role of others in influencing their environment
- To understand how to read and draw maps and analyse other geographical media and data

THE ARTS:

We aim for our children to:

- Understand that 'The Arts' covers: Art and Design, Music, Drama and Dance
- Receive a high quality 'Arts' education
- Develop their own interest in and enjoyment of 'The Arts' both within school and in the wider community
- Receive a broad and balanced curriculum
- Learn to play a musical instrument and use tools and techniques to develop new skills
- Stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world
- Create work of high quality
- Work with professional artists
- Develop an understanding of 'The Arts' from other cultures
- Be valued in whatever they participate in
- Begin to appreciate, evaluate and enjoy art work, music and theatre and to offer their opinions freely

RELIGIOUS EDUCATION (RE):

R.E has a vital role to play in promoting discernment, combating prejudice, challenging stereo-typing and encouraging respect. It plays an important role in preparing pupils for adult life. Through studying R.E we aim to:

- Acquire and develop knowledge and understanding of Christianity and other main religions
- Enhance awareness and understanding of the influence and impact of religion on individuals, families, communities and cultures, locally, nationally and globally
- Develop a positive attitude towards people, respecting, and being sensitive to, their right to hold beliefs that are different from their own

- Reflect on children's own beliefs and values through their learning
- Consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and be able to communicate their responses
- Develop socially, morally, culturally and spiritually
- Develop children's own sense of identity, self-worth and value, and reflect on their individuality
- Develop children's sense of belonging within their local community and as citizens of a multicultural, multi-ethnic, multi-religious and global community

PHYSICAL EDUCATION (PE):

We encourage children to be fit and healthy and to be motivated to have an active lifestyle. PE Teaching has the following aims:

- Acquiring and Developing Skills
- Selecting and Applying Skills, Tactics and Compositional Ideas
- Evaluating and Improving Performance
- Knowledge and Understanding of Fitness and Health

In key stage 1 they are covered through:

- Dance
- Games
- Gymnastics
- Swimming Activities and Water Safety

In key stage 2 these skills will be taught through the following areas:

- Dance
- Games
- Gymnastics
- Swimming Activities and Water Safety
- Athletics
- Outdoor and Adventurous

