



## Curriculum Policy 2024

**Great Harwood St. John's CE Primary**

**"Where everyone shines with God's love"**

**based on "Let your light shine" Mathew 5:16**

**Curriculum Policy**

We at St John's CE Primary School are committed to meeting the needs of our pupils and ensuring that they make progress. In line with our mission statement, we aim to:

**Build a better place, where:**

**Everyone is welcome;**

**No one is ever lonely;**

**We respect and trust each other;**

**There is always someone to ask for help;**

**People help us to be the best we can.**

**Great Harwood St John's CE Primary School statement of intent**

'Where everyone shines with God's love.'

As a Church of England school, our curriculum has Christian values at its heart. It is our intent at Great Harwood St John's that ALL learners leave our school with a lifelong love of learning and they know that they are loved and treasured as individuals. To enable them to do this our curriculum has been carefully designed around our children, celebrating differences and developing the uniqueness of each child. We recognise children's starting points and quickly set about developing their phonics, early reading and maths skills through first hand experiences. Throughout their journey with us at St John's, we shower the children with enrichment opportunities to broaden their horizons and enhance their curiosity about their local community and the world around them. Staff work collaboratively, utilising each other's expertise to ensure a clear, coherent, well-balanced curriculum made bespoke to us. Ultimately, the day-to-day decisions of the school are to ensure that the whole child's needs are met whether this is academic or social and emotional.

St John's children have the right to a broad and balanced curriculum which helps them become the very best that they can be. Our curriculum prepares our children for the opportunities and challenges of life in the 21st century. Our curriculum is underpinned by the Christian ethos of our school and local community.

At St John's we create a secure, calm and productive learning environment where we unlock learning for children. We strive to foster a curiosity for learning and encourage children to take responsibility for developing and applying their newly learnt skills. We aim to make provision for academic achievement and spiritual, social, moral, cultural, physical and creative development of our children.

Our broad and balanced curriculum equips every child with life skills and confidence to make a positive contribution to their school, place of worship and community. We provide a diverse variety of engaging and creative curricular activities to inspire children to realise and achieve their full potential.

#### **Our Curriculum at St John's promotes:**

- High standards of achievement with continuity and progression for all learners.
- Learning opportunities for all children regardless of their ethnicity, social group, gender or ability.
- Christian values and an expectation that children put these values acquired into practice in their learning and interaction with others.
- The acquisition of knowledge, skills and qualities to support children in developing intellectually, emotionally, spiritually, socially, physically and morally.
- Ensuring that they become independent, responsible, considerate and useful members of society.
- Scaffolded learning to cater for all learning needs alongside targeted support through tailored intervention programmes.
- A variety of learning approaches and deliveries to cater for all the children's learning styles such as visual, auditory, practical and tactile.
- A focus on securing and embedding basic English and Maths skills, with opportunities to develop, use and apply these skills across all learning areas of the curriculum.
- High expectations of children's ICT capability and the use of technology to enhance their learning across the curriculum.
- Inspiring, creative and cross-curricular learning opportunities which blend several skills and learning objectives.
- A well-rounded school experience recognising that personal development is essential to wellbeing and achievement.
- Effective and smooth transitions from Early Years to Key Stage 1 and from Key Stage 1 to Key Stage 2.
- The involvement of parents in their children's learning to instil confidence and motivation for children to learn in their own time.
- Children taking responsibility for their own learning and having the confidence in their own abilities.

- A sense of community through developing meaningful links with places of worship, outside agencies and charities.

**We strive to ensure that all our pupils:**

- Learn to be flexible, know how to solve problems both independently and as part of a team and adjust to different situations.
- Build and maintain positive relationships with other children and adults in the school and local community.
- Respect one another regardless of religious beliefs, gender, age, ability or ethnicity.
- To have a good understanding of a range of different religions.
- Take pride of their school and behave in a dignified and well-mannered way.
- Develop the ability to make reasoned judgments and choices and take responsibility for their actions.
- Be happy, well balanced and enthusiastic in their approach to their learning.
- Acquire a set of moral values such as honesty, patience, empathy, appreciation and respect in line with our mission statement and Christian values.
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately through speech and writing for a range of audiences.
- Develop an enquiring mind and scientific approach to learning.
- Develop competent technological skills.
- Be capable of expressing themselves creatively and confidently through a variety of art forms including art, craft, music and drama.
- Know about geographical, historical and social aspects of the local and national environment and grasp other times in history and how they shape the world today.
- Develop agility, endurance, co-ordination and confidence through sport and PE.
- Apply the basic principles of health, hygiene and safety to their lives.

**The Areas of Learning**

At St John's, our curriculum is based on the National Curriculum 2014, and contains the following areas of learning:

**Core subjects**

**English:**

- Spoken Language,
- Reading (word reading & comprehension),
- Writing (transcription, handwriting, composition, vocabulary, grammar & punctuation)

**Mathematics:**

- Number (number & place value, addition & subtraction, multiplication & division, fractions, decimals & percentages),
- Ratio & Proportion
- Algebra
- Measurement

- Geometry (properties of shapes, position & direction)
- Statistics

**Science:**

- Working Scientifically
- Living things & their habitats, Seasonal Changes
- Plants & Animals (including humans)
- Properties & changes of materials & their uses, States of matter, Rocks
- Light, Sound
- Forces & Magnets, Electricity
- Earth & Space
- Evolution & Inheritance
- Knowledge of famous Scientists

**RE:**

- Questful RE
- Creative
- Challenging
- Big ideas and the Big Story
- Religious literacy and thinking theologically and engaging in theological enquiry
- 5 major religions covered

**Foundation subjects**

**Art and design:**

Master a range of materials & techniques and study artists, architects & designers.

**Computing:**

Information Technology, Digital Literacy, Computer Science

**Design and technology:**

Design, Make, Evaluate, Technical Knowledge, Cooking & Nutrition

**Foreign Languages:**

Listen & Understand, Speak, Read, Write, Grammar

**Geography:**

Location Knowledge, Place Knowledge, Human & Physical Geography, Fieldwork

**History:**

Changes, significant events, significant individuals, Local History, British History

**Music:**

Sing, Play, Listen, Improvise & Compose, Musical Notation, History of Music

### **Physical education:**

Master movement, team games, dance, competition, adventurous activity.

### **Personal, Social and Health Education:**

Relationships: families and friendships, safe relationships, respecting ourselves and others. Living in the wider world: belonging to a community, media literacy and digital resilience, money and work. Health and Wellbeing: physical health and mental wellbeing, growing and changing, keeping safe. We have also introduced the MyHappyMind programme, where the children learn the science behind their brains and how this links to their emotions and behaviours.

### **Curriculum Information:**

- In English and Maths the equivalent of teaching approx. 60 mins daily – 5 lessons minimum taught every week.
- RE – at least 1 hour a week.
- Class Worship – Wednesday- 15/20mins with all elements of worship in it.
- PE – 2 hours per week for all classes.
- PSHE minimum 30 mins per week.
- ICT – discreet ICT lessons and also continuous links across all subjects.
- Science – equivalent of 2 hours per week for KS2 – one full afternoon and 90 mins for KS1.
- DT/Art – enhance the curriculum drivers (science, history or geography).
- MFL – all KS2 should be 15-30 mins per week

Starting points for planning – National Curriculum, alongside many resources for each subject. See subject policies.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Lancashire Music Lessons
- Visits to the local and wider community
- Residential Visits
- Themed Curriculum Days
- Curriculum Enrichment Groups
- Links with secondary schools
- Visitors from other faiths and expertise.

Enrichment support for our most able pupils are in the form of extension groups for English and Maths and special days set-aside for science, art, music and various sports activities. Local secondary schools also provide extra and additional support with regard to PE and sport.

### **Curriculum Coverage**

The content of the curriculum is monitored continuously. Teachers evaluate their curriculum coverage every half term and make any changes needed if an area has not been covered. This is

then to be moved to another part of the year. At the end of the year, teachers complete the curriculum coverage documents to pass on to the next class teacher. These documents are then used to plan a bespoke curriculum for each class to ensure all children receive the full curriculum coverage they are entitled to.

### **Assessment**

The children's progress is continually monitored through a programme of rigorous summative and formative assessments. Results are recorded, evaluated and used to inform future planning. Four times a year the Headteacher will hold a progress meeting with every member of staff to discuss and scrutinise progress. Foundation subjects, Science and RE all have a big question that children will be assessed against at the beginning and the end of the topic. This will be used to assess if the children are working below, at or above age-related expectations. Year 6 children will take the National SATs papers. Other Year groups may use old papers and are assessed through the KLIPs (See assessment policy). Early Years Foundation Stage assess in the four specific areas (Literacy, Maths, Expressive Art & Design and Understanding the World) and the three prime areas (Physical Development, Personal, Social & Emotional and Communication & Language). Children will then be assessed as gaining a Good Level of Development or not.

### **Subject Leaders**

Subject leaders take responsibility for their curriculum areas. Their roles include scrutinising levels of work through work audits and feeding back to staff (areas/features to celebrate as well as any areas to develop), pupil interviews on their learning, evaluating standards of teaching and learning by observing lessons, monitoring planning, leading inset training to further develop their curriculum area, feeding back to governors on any new initiatives. Subject leaders will keep their policy up to date with any changes that is made to their curriculum area.

### **Review**

This policy will be reviewed by the Curriculum leader on an annual basis.

Policy reviewed September 2024 and agreed by Staff and Governors – October 2024