



## Policy Curriculum

This policy has been written with regard to the guidance 'Working together to safeguard children', 'Keeping children safe in education' and the 'Special Education Needs Code of Practice', which places Special Education Needs and Disabilities together and abbreviated to SEND. A copy can be seen in the Headteacher's Office.

The overall objective of the school's Equality Policy, in line with the Equality Act 2010, is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

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| <b>Title</b>                             | Curriculum  |
| <b>Date of Issue</b>                     | September 2022  |
| <b>Review Date</b>                       | September 2024  |
| <b>Prepared by</b>                       | Curriculum Lead   |
| <b>To be reviewed by</b>                 | Headteacher and Governors   |
| <b>Appendices</b>                        | Appendix 1: Curriculum Overview   |
| <b>Supply / distribution</b>             | Available as a read-only document on the Fynamore school website and one hardcopy in the school office. |
| <b>Other relevant approved documents</b> | None  |
| <b>Authorised by</b>                     | Headteacher and Governors   |

## 1. Introduction

The National Curriculum sets out the programmes of study and attainment targets for all subjects at all 4 key stages. All local-authority-maintained schools in England must teach these programmes of study.

## 2. Each pupil will follow a curriculum which:

- is broad, balanced and designed to emphasise the relevance of the knowledge, skills and understanding through learning programmes and experiences;
- satisfies the requirements of the Education Reform Act relating to the National Curriculum and Religious Education and collective worship, ensuring that sufficient time is allowed for all aspects of this basic curriculum;
- promotes fundamental British values as part of Spiritual, Moral, Social and Cultural (SMSC) education, through acts of collective worship, permeating curriculum subjects, enrichment activities and extra-curricular opportunities;
- provides continuity of coherent learning experiences as well as progression from EYFS to KS1 and between and beyond the first two Key Stages;
- offers challenge leading to the highest standard of personal achievement, through recognition of individual needs according to ability and aptitude;
- assesses the progress and attainment of each pupil:
  - to determine whether individual learning intentions have been achieved;
  - to identify the individual pupil's attainment and progress in different aspects of the curriculum;
  - to inform the setting of further learning intentions;
  - to inform the wider community about the performance of individual schools and groups of schools;
  - to enable the study of long-term trends in pupils performance;
- records the progress and attainment of each pupil and reports to parents in a way that:
  - demonstrates the outcomes of the National Curriculum and other externally accredited assessments;
  - records experience and achievement in skills
- actively prepares for the responsibilities and opportunities that arise through life, including those offered by the family and the world of work, within a multi-cultural and technological society.

### **3. Curriculum Subjects**

#### **Art and Design**

##### **Intent**

Our aims at Fynamore are to allow children to have opportunities to:

- Communicate their feelings and ideas in visual form based on what they observe, remember and imagine;
- Develop an idea or theme for their work drawing on visual and other sources and discuss their methods;
- Experience with and apply their knowledge of the elements of art, choosing appropriate media;
- Modify their work in the light of its development and their original intentions;
- Identify different types of art, craft and design and their purposes;
- Learn about artists, craft workers and designers working in various times, cultures, contexts and materials;
- Develop their artistic skills using a range of media
- Develop care, use, selection and organisation of the appropriate equipment;
- Make appropriate and meaningful use of Information Communication Technology.
- Share their creations and celebrate their artwork within classes and as a wider school community
- Develop a considerate, caring, critical eye when appraising the art of others

##### **Implementation**

The National Curriculum is organised into four main areas:

- Exploring and developing ideas;
- Investigating and making, art, craft and design;
- Evaluating and developing work;
- Knowledge and understanding.

Art and Design is a mixture of practical work and theory.

##### **Children will explore and develop ideas by:**

- Having an opportunity to look closely at artists and their artworks from a variety of time periods and cultures, considering what their aims are
- Looking closely at the natural and man-made world and recording what they see;
- Collecting ideas and developing skills through use of individual sketchbooks;
- Looking at a diverse range of artists' work and critically evaluating them according to their skills, ideas and intent;
- Having an opportunity to think about art both individually and collaboratively
- Learning artistic terminology that they can apply to their own work.

### **Children will investigate and make art, craft and design by:**

- Having practical demonstrations of techniques
- Practising and applying skills using a range of tools and media
- Being taught how to use tools safely and look after equipment;
- Being exposed to a range of artistic styles that they can imitate and innovate

### **Children will evaluate and develop work by:**

- Critically evaluating whether their work matches their original intent;
- Revising their work, questioning, comparing and explaining ideas.
- Using their sketchbooks to experiment, record thinking, plan aspects of composition and revise ideas where necessary

### **Children will develop their knowledge and understanding of art by:**

- Learning about a diverse range of artists and about their lives, the societies they lived in and their influences
- Learning about particular art styles and movements
- Critically evaluating artworks according to skills demonstrated by the artist, alongside their intent.

Children's learning in Art will be recorded through sketchbooks, mock-ups and 2D/3D final pieces. Sketchbooks should showcase a wide range of learning through practising skills, annotation of work, collage, photos and other appropriate means.

Children's learning and artistic achievements will be celebrated at the end of the topic through exhibition to an audience. This may be online or face-to-face and could include members of the wider school community.

### **Impact measured through assessment and record keeping**

- Continuous formative assessment will be carried out during the course of teaching through teacher observations of skills and discussion of developing work
- Teachers will assess the learning intention for the lesson which will be present in sketchbooks
- End of topic quizzes will assess pupils knowledge of the art topic they have been studying
- The skills progression map will be used to track assessment and identify pupils needed more support and those who may be considered more able
- Skills progression documents will be passed from one teacher to the next in order to identify pupils requiring more support or extension

## **Computing**

### **Aims**

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils
- Enthuse and equip children with the capability to use technology throughout their lives

- Give children access to a variety of high quality hardware, software and unplugged resources.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

### **Key Stage 1 Intent:**

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

### **Key Stage 2 Intent:**

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration

- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information

### **Implementation**

Planning for Computing is implemented using two core documents: the National Curriculum Programme of Study for Computing and the Statutory Framework for Early Years Foundation Stage. As a school, we have chosen the Purple Mash Computing Scheme of Work. The scheme of work supports our teachers in delivering fun and engaging lessons which allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. Furthermore, it gives excellent supporting material for less confident teachers.

### **Impact measured through assessment and record keeping**

- Continuous formative assessment will be carried out during the course of teaching through teacher observations of skills and discussion of developing work
- Teachers will assess whether the learning intention has been met after the lesson
- The skills progression map will be used to track assessment and identify pupils needing more support and those who may be considered more able
- Skills progression documents will be passed from one teacher to the next in order to identify pupils requiring more support or extension

### **Safeguarding: Online Safety**

Online safety has a high profile at Fynamore for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils
- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.
- Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with
- Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.

- Filtering and monitoring systems for all our online access
- Data policies which stipulate how we keep confidential information secure

A progressive e-Safety curriculum ensures that all pupils are able to develop skills to keep them safe online. Opportunities for learning about e-Safety are part of Personal Development and reinforced whenever technology is used. Parents and pupils sign an acceptable user policy together when a pupil first starts at the school. The school supports the Safer Internet Day each February and provides opportunities for pupils to consider cyberbullying as part of Anti-Bullying week in the autumn term.

### **Roles and Responsibilities**

Our school community works together to ensure the implementation of the Computing policy. The subject leader is responsible for monitoring curriculum coverage and the impact of learning and teaching; and assists colleagues in its implementation. Each class teacher is responsible for delivering an effective Computing curriculum. We receive technical support from Oakford Technology and they are responsible for the maintenance of computers, printers, the school network and keeping software up to date.

### **Design and Technology**

#### **Intent**

Our aim at Fynamore is:

1. To develop children's designing and making skills;
2. To develop knowledge and understanding;
3. To develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding;
4. To nurture creativity and innovation through designing and making;
5. To explore values about and attitudes to the made world and how we live and work within it;
6. To develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
7. To work both independently and with others, listening to others' ideas and treating these with respect;
8. To critically evaluate existing products, their own work and that of others;
9. To develop a respect for the environment including economic use of materials and for their own health and safety and that of others;
10. To recognise that strengths and limitations of a range of technologies and appreciate which are appropriate for particular situations;
11. To develop their cultural awareness and understanding and appreciate the value of differences and similarities;
12. To embrace challenge, find enjoyment, satisfaction and purpose through designing and making.

## **Implementation**

The National Curriculum for Design and Technology is organised into 4 main areas:

1. Developing, planning and communicating ideas;
2. Working with tools and equipment, materials and components to make quality products;
3. Evaluating processes and products;
4. Knowledge and understanding of materials and components.

### **Children will develop, plan and communicate ideas by:**

- Considering the six principles of quality DT: user, purpose, functionality, design decisions, innovation, authenticity

### **Children will work with tools and equipment, materials and components to make quality products by:**

- acquiring and refining the practical skills associated with:
  - i) Making, including working with materials and components, tools and processes, e.g. planning, measuring and marking out;
  - ii) Cutting and shaping, joining, combining and finishing;
- applying scientific skills e.g. predicting, fair testing and methodical working;
- applying mathematical skills e.g. measuring to an appropriate number of decimal places, drawing and interpreting tables, graphs and bar charts;
- applying ICT skills, e.g. investigating texture and colour or recording visual information.

### **Children will evaluate processes and products by:**

- Reflect on the success of their products against the initial intent and the success criteria e.g. Does it match the required audience? Does it match the purpose? Does it function as it should? Did it meet the initial design decisions?
- Identifying areas that could be improved and making suggestions as to how this could be done

### **Children will show knowledge and understanding of materials and components by:**

- Being exposed to different materials through experimentation and practical demonstrations, in order to assess their suitability for a purpose
- Using materials and components safely, understanding any potential risks and following safety procedures.

Evidence of learning in Design and Technology will be found in Topic books. Such evidence will include: research of products, designs and inventors; evidence of planning using the six principles of quality DT which may include



annotated diagrams; photographs of product development; evidence of work being revisited / critically evaluated in the development stages and evaluations of final products. The topic will culminate in a DT showcase for an audience.

### **Impact measured through assessment and record keeping**

- Continuous formative assessment will be carried out during the course of teaching through teacher observations of skills and discussion of developing work
- Teachers will assess the learning intention for the lesson which will be present in topic books
- End of topic quizzes will assess pupils knowledge of the DT topic they have been studying
- The skills progression map will be used to track assessment and identify pupils needed more support and those who may be considered more able
- Skills progression documents will be passed from one teacher to the next in order to identify pupils requiring more support or extension

## **Geography**

### **Intent**

Our aims for Geography at Fynamore are that all pupils will:

1. Enjoy Geography and tackle all activities with confidence;
2. Provoke and answer questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives;
3. Develop knowledge of places and environments throughout the world, including an understanding of maps;
4. Develop a range of practical, investigative and problem-solving skills, through real world opportunities, both inside and outside the classroom;
5. Be inspired to think about their own place in the world, their values and their rights and responsibilities to other people and the environment;
6. Become aware of the impact of human acts and natural phenomena on the environment;
7. Be prepared to play an active role as citizens.
8. Develop a sense of belonging to communities of different sizes

### **Implementation**

The National Curriculum for Geography is organised to four main areas:

- Geographical enquiry and skills;
- Knowledge and understanding of places;
- Knowledge and understanding of patterns and processes;
- Knowledge and understanding of environmental change and sustainability.

**Children will develop their geographical enquiry and skills by:**

- Asking geographical questions about locations and using sources to find the answers
- Using secondary sources and first-hand enquiry to find information about a range of localities
- Undertaking fieldwork in and outside of the school environment
- Using grid references and compass directions to describe the location of features within an area
- Presenting findings in a variety of ways such as plans, maps, charts, graphs and utilising digital technologies

**Children will develop their knowledge and understanding of places by:**

- Naming and locating countries, counties and cities of the UK
- Naming and locating the seven continents and 5 oceans
- Comparing and contrasting the features of localities, including the human features, physical features and topographical features
- Identifying the equator, hemispheres, tropics, poles, Prime/ Greenwich meridian and time zones

**Children will develop their knowledge and understanding of patterns and processes by:**

- Describing seasonal changes within an environment
- Identifying patterns and changes to the local environment
  
- Discussing similarities and differences between climates
- Exploring different types of settlements and how the land is used
- Suggesting reasons for the location of settlements
- Identifying human processes e.g. trade routes
- Recognising and describing a wide range of geographical patterns
- Identifying and describing the impact of change upon the lives of people in a certain locality

**Children will develop their knowledge and understanding of environmental change and sustainability by:**

- Undertaking fieldwork which enables them to think critically about environments and to understand the implications of human action upon them
- Using findings from fieldwork to make suggestions about actions that can be taken to solve the problems in a sustainable way

Using data to track environmental changes such as rising temperatures around the globe

- Suggesting ways in which locations have changed over time due to environmental change and suggest ways it may change in the future

**Impact measured through assessment and record keeping**

- Continuous formative assessment will be carried out during the course of teaching through teacher observations of skills and discussion of developing work
- Pre and post assessment questions to illustrate evidence of new knowledge
- Teachers will assess the learning intention for the lesson which will be present in topic books
- End of topic quizzes will assess pupils knowledge of the Geography topic they have been studying
- The skills progression map will be used to track assessment and identify pupils needed more support and those who may be considered more able
- Skills progression documents will be passed from one teacher to the next in order to identify pupils requiring more support or extension

## **History**

### **Intent**

Our aims at Fynamore are:

- To provide children with an experience of History, which is both valid and stimulating; and one that makes them curious, motivated and keen to learn more
- To enable children to gain an understanding of the past, with relation to themselves, their families, their communities and the wider world, as appropriate to age and ability;
- To encourage a lively and questioning approach to History, which enables children to enjoy what they do;
- To encourage awareness that, although there are links between History and other subject areas, the study of the past is, in itself, a separate and important discipline;
- To enable children to have a strong sense of chronology to allow them to recall key dates and periods in history
- To enable children to find out answers for themselves using primary and secondary sources of information, including use of ICT
- To encourage children to critically evaluate sources and question validity and reliability
- To enable children to learn about important developments in Britain's past
- To enable children to communicate their understanding through a variety of means

### **Implementation**

Within the National Curriculum at both Key Stages there are key elements, which are developed through the areas of study.

These elements are:

- Chronological understanding;

- Knowledge and understanding of events, people and changes in the past;
- Historic interpretation;
- Historical enquiry;
- Organisation and communication.

**Children will develop their chronological understanding by:**

- Creating timelines
- Plotting key events on a timeline
- Developing an understanding of BC and AD
- Learning about different periods of history in chronological order
- Recapping previous historical periods in later year groups to encourage spacing of knowledge

**Children will develop their knowledge and understanding of events, people and changes in the past by:**

- Studying a History curriculum that is sequenced chronologically across KS2 and within living memory in KS1
- Learning about ancient civilisations from Europe and the wider world.
- Learning about important developments in Britain's past.
- Investigating local history as part of our 'Golden Thread'.
- Learning about their personal history and their families through the generations.

**Children will develop their historical interpretation by:**

- Learning about the past from a range of primary and secondary sources, including the use of ICT

**Children will develop their historical enquiry by:**

- Examining historical evidence by sorting, evaluating and weighing it.
- Judging the validity and reliability of 'evidence' presented to them.

**Children will develop their organisation and communication by:**

- Producing their findings in a variety of ways to communicate their understanding and working towards an end goal to share what they have learned (e.g. a museum event or debate)

**Impact measured through assessment and record keeping**

- Continuous formative assessment will be carried out during the course of teaching through teacher observations of skills and discussion of developing work
- Teachers will assess the learning intention for the lesson which will be present in topic books
- End of topic quizzes will assess pupils knowledge of the History topic they have been studying
- Results of quizzes will be recorded and used to inform teacher judgement

- The skills progression map will be used to track assessment and identify pupils needing more support and those who may be considered more able
- Skills progression documents will be passed from one teacher to the next in order to identify pupils requiring more support or extension

## **Languages**

### **Intent**

The aims and objectives of learning a modern foreign language in primary school are:

- To give children a positive, enthusiastic attitude to language learning within a secure and supportive environment;
- To foster an interest in learning other languages;
- To introduce young children to another language in a way that is enjoyable and fun;
- To stimulate and encourage children's curiosity about language;
- To encourage children to be aware that language has structure, and that the structure differs from one language to another;
- To help the children develop their awareness of cultural differences in other countries;
- To develop their speaking, listening, reading and writing skills within the language;
- To lay the foundations for future study;
- To extend our language teaching beyond mother tongue learning;

### **Implementation**

At Fynamore Primary School, Key Stage Two children are taught French in lessons of up to 45 minutes. These lessons are supplemented by regular revision during registers, classroom routines and praise words, which can be conducted in another language.

Our scheme of work, Language Angels, will teach children how to:

- Listen attentively to spoken language and to join in and respond
- Ask and answer questions;
- Use correct pronunciation and grammar;
- Memorise vocabulary and write phrases from memory
- Interpret meaning;
- Develop vocabulary and understand basic grammar;
- Recognise and respond to stories and poems in French;
- Work in pairs and groups, and communicate in French.

We use a variety of techniques to encourage the children to have an active engagement in the language: these include games, role-play, story-telling and action songs. Where possible, we work with the Languages departments in local secondary schools.

## **Impact measured through assessment and record keeping**

- Continuous formative assessment will be carried out during the course of teaching through teacher observations of skills and discussion of developing work
- Teachers will assess the learning intention for the lesson which will be present in topic books
- End of unit assessments will be used to assess children's speaking, listening, reading and writing within the language topic
- The skills progression map will be used to track assessment and identify pupils needed more support and those who may be considered more able
- Skills progression documents will be passed from one teacher to the next in order to identify pupils requiring more support or extension

## **Music**

Music is taught following the Primary National Curriculum (2014). The Charanga scheme of work supports the National Curriculum Framework.

## **Intent**

Our aim at Fynamore are:

- To engage and inspire pupils to develop a love of music
- To inspire pupils to see themselves as musicians and develop self-confidence in their musical abilities
- To learn about a wide range of instruments and experience playing some of them
- To develop an understanding of the inter-related dimensions of music
- To experience a range of music from different genres, cultures and time periods
- To listen to and appraise music using a developing musical vocabulary
- To provide experiences that allow children to express their own musical ideas
- To collaborate musically with others
- To celebrate music in a variety of forms, within the classroom and the wider school community

## **Implementation**

### **KS1 Children should be taught to:**

Use their voices expressively and creatively by singing songs and speaking chants and rhymes;

Play tuned and untuned instruments musically;

Listen with concentration and understanding to a range of high-quality live and recorded music;

Experiment with, create, select and combine sounds using the interrelated dimensions of music.

### **KS2 Children should be taught to:**

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;

Improvise and compose music for a range of purposes using the interrelated dimensions of music;

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand staff and other musical notations;

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;

Develop an understanding of the history of music.

### **Additional Opportunities**

In addition to the National Curriculum, the school offers a range of musical experiences for its children. School singing sessions take place on a fortnightly basis for a Key Stage, swapping on a termly basis. During this, children learn to sing in unison, rounds and parts, promoting the feeling of being part of a group and a sense of belonging. There are many opportunities throughout the school year for children to perform to the school community, and the wider school community through in-house performances by individual year groups, Choir and Orchestra performances and through events such as the Calne Music and Arts festival.

All children have the opportunity to learn the recorder, flute, guitar, ukulele, violin or piano with a peripatetic teacher if they wish.

The school offers pupils the opportunity to join choir which meets at 2.45 pm on Thursdays and children who have lessons with our peripatetic music teacher take part in orchestra which meets on a Thursday from 3.25 – 4.15 pm.

### **Impact measured through assessment and record keeping**

- Continuous formative assessment will be carried out during the course of teaching through teacher observations of skills
- Teachers will assess the learning intention for the lesson
- End of unit assessments will be used to aid in the assessment of children's learning
- The skills progression map will be used to track assessment and identify pupils needing more support and those who may be considered more able
- Skills progression documents will be passed from one teacher to the next in order to identify pupils requiring more support or extension

## **Physical Education**

Physical Education is about pupils learning about themselves, their capabilities, their potential and their limitations. It is the foundation of all sports participation and is also central to teaching children the values of teamwork, resilience and respect.

### **Intent**

Our aims at Fynamore are:

1. To help children to enjoy a range of physical activities including gymnastics, dance, athletics, swimming, racket sports, invasion games and outdoor adventurous activities;
2. To contribute towards the physical development of each child;
3. To promote the development of a range of personal skills, such as: confidence, pride, initiative, self-discipline, self-reliance, enthusiasm;
4. To promote good health and wellbeing;
5. To promote teamwork and leadership skills;
6. To share and celebrate achievement in and out of school.

### **Implementation**

PE lessons will show clear progression and provide experience of a variety of skills and activities. Children are given equal access and opportunity to take part in all activities.

The participation in P.E. should promote the following:

1. An understanding of fair play and good sporting behaviour;
2. An enjoyment of P.E. through finding out how their body works ;
3. A satisfaction of personal achievement as well as that of being part of a team;
4. Reflection on self as well as others' performances;
5. Celebration of children's talents;
6. Elements of healthy competition.
- 7.

### **Impact measured through assessment and record keeping**

Planning will match skills progression statements to shape objectives for each year group, to ensure progression. Planning will also reflect opportunities for differentiation and challenge. In some cases, sports coaches may deliver lessons, to support staff development. Staff will refer to the yearly overview when planning individual units and may evidence children's skill acquisition in a variety of ways, including whole school displays, photographs, video, class books, verbal feedback and performance. PE teaching may be monitored through: observations, planning scrutiny and team teaching.

- The skills progression map will be used to track assessment and identify pupils needed more support and those who may be considered more able



- Skills progression documents will be passed from one teacher to the next in order to identify pupils requiring more support or extension

## **Personal Development**

### **Intent**

We understand that we play an important role in preparing pupils for the opportunities, responsibilities and experiences of adult life. We promote Spiritual, Moral, Social and Cultural development (SMSC) and our whole school intent is focused on building the essential foundations for children to achieve their best, academically and socially.

We teach SMSC, PSHE (Personal, Social and Health Education) and the statutory requirements for RHSE (Relationships, Health and Sex Education) under the umbrella term, Personal Development. These important lessons are taught from the EYFS to year 6. Personal Development is taught for 45 minutes – 1 hour every week as a discrete lesson in class and we use assemblies and whole school events to promote PSHE and RHSE further. At Fynamore, we use the comprehensive SCARF (Safety, Caring, Achievement, Resilience and Friendship) scheme from Coram Life Education to teach PSHE and RHSE across the school. The scheme is values-based and adopts a 'Growth Mindset' approach. We promote positive behaviour, mental health, wellbeing, resilience and achievement as a part of our whole-school ethos.

### **We will develop our knowledge and understanding of:**

- Developing effective relationships with ourselves and others, exploring our feelings, emotions, conflict resolution and friendships.
- How to be my best self through independence, physical and social awareness, positive growth mindset, keeping healthy and setting and achieving goals.
- Valuing difference between myself and others whilst learning about our British Values and taking greater responsibility for actions
- How to keep myself safe, including safety online
- Respecting rules, rights and responsibilities including job prospects, money management and how to make an active contribution to my community, environment and wider world.
- My changing body and how to deal with the changes (and puberty) physically, mentally and emotionally.

We will do this by learning about:

1. Me and My Relationships
2. Valuing Difference
3. Keeping Myself Safe
4. Rights and Responsibilities
5. Being my Best
6. Growing and Changing

Over-arching learning objectives that will 'develop' and 'deepen' as the children grow, learn and move through our school.

### **Teaching and Learning/ Implementation**

We endeavour to provide a forum for discussion in our Personal Development lessons. We learn how to interact as a group and develop listening skills and use opportunities such as role-play, debate and interview to explore issues or ideas further. Children may also record their ideas in different ways such as writing and drawing. The school supports a number of charities, underpinning children's awareness of others. This is further developed through visiting speakers in assemblies and classes. We record individual tasks in Personal Development folders and whole class work in a floor book. These are taken with the children to their next year group so they are able to reflect on what they have learned previously and understand how their learning is developed as they move through the school.

- **Impact measured through assessment and record keeping**  
Children complete a pre and post unit assessment for each termly unit. This shows progression in their learning and understanding from the beginning of the unit to the end.
- A progression map will be used to track assessment and at the end of each topic, children's understanding and progress will be recorded as WT (Working Towards), N (National) or A (Above). The progression map will then be passed up to the next year group teacher to inform next steps in teaching and learning.

### **Religious Education (RE)**

#### **Intent**

We believe that an engaging and motivating R.E. curriculum will enable our learners to:

- develop their ability to think critically and to express their own opinions;
- respect the opinions of others: both in the classroom and in society at large;
- learn not only the basic facts of Christianity and other world religions, but also respect these faiths;
- develop understanding, open-mindedness and flexibility of thought;
- make reasoned judgements, analysing the validity of an argument.

## **Implementation**

The whole school follows a two-year rolling programme of study. Each year, three key religions are the focus of learning, over a full two-day topic. Each year group focuses on the same religion at the same time, but we ensure progression of skills and knowledge by using the skills progression statements and 'sticky knowledge' concepts. Teachers may also include other religious festivals that arise throughout the year, during assemblies.

Children are given regular opportunities to:

- Learn key facts about the religion through looking at artefacts, listening to stories and reading about them
- Voice their own opinions and ideas, giving examples from their experiences;
- Make reasoned arguments, exploring agreement and disagreement;
- Learn about other faiths through the use of ICT;
- Make statements of the type: "I think..... because.....";
- Consider alternative points of view and ask questions;
- Look for explanations and evaluate them;
- Find evidence for ideas and give weight to its strength.

## **Impact measured through assessment and record keeping**

Attainment target 1 concerns the children's ability to learn about that religion. Attainment target 2 concerns the children's ability to learn from religion.

Continuous formative assessment is used to track progress of individual pupils in RE, carried out by teacher during course of teaching. However, other methods of assessment are used such as:

- Pre/post assessment questions and mind-mapping
- Quizzes carried out at the end of the unit
- The skills progression document is used to track pupils who may need support or those who may need extension. Each year group's progression map will then be passed up to the next year group teacher to inform their planning;

## **Roles and Responsibilities of Subject Coordinators**

As part of the school monitoring cycle, linked to the school's SDP, the subject co-ordinator may perform a number of tasks in order to assess the impact of teaching and learning in their subject. These include:

- Monitoring of planning to look for evidence of skills progression, SMSC, diversity, progression in vocabulary, a range of different lesson deliveries
- Observation of teaching and learning during lessons
- Monitoring the extent of children's learning through 'book-looks'
- Carrying out 'pupil voice' interviews with samples of children
- Carrying out learning walks
- Provide INSET in their subject areas

- Keep colleagues up-to-date on new developments within their subjects
- Provide support to colleagues where necessary, in a supportive, non-judgemental manner

The Curriculum Coordinator will oversee Subject Coordination, providing strategic guidance and support for coordinators. This may be through joint observations of lessons, book-looks, learning walks; finding supporting documents and providing supporting templates for such activities; assisting / offering guidance in the delivery of INSET and signposting training opportunities for subject leaders.

Appendix 1  
**Curriculum Overview**

In Key Stage 1 and Key Stage 2, topics are organised by utilising subject drivers. This allows pupils to fully immerse themselves in the subject and in the acquisition of knowledge and skills within the area.

|                             |                      |                               |                     |  |                             |
|-----------------------------|----------------------|-------------------------------|---------------------|--|-----------------------------|
| Term 1<br>History<br>Driver | Term 2<br>Art Driver | Term 3<br>Geography<br>Driver | Term 4<br>DT Driver | Term 5<br>Geography<br>Fieldwork<br>Driver | Term 6<br>History<br>Driver |
|-----------------------------|----------------------|-------------------------------|---------------------|--|-----------------------------|