

## Our Lady and St Joseph Primary School

### Curriculum Policy

Date	Review Date	Coordinators	Nominated Governor
01/09/2018	01/09/2019	Head and SLT	Chair

We believe this policy should be a working and evolving document. It is based on sound epistemological and philosophical principles.

**“ . . . Knowledge brings great benefits. The release of ignorance is foremost among them. We have evolved within nature into the ecological niche of an intelligent being. In consequence, the need for understanding, for "knowing one's way about," is one of the most fundamental demands of the human condition." (Nicholas Rescher)**

It is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- The National Curriculum in England Framework Document (DfE) 2014

We have a duty to ensure compliance with the National Curriculum and with the application of the programmes of study and attainment targets. We use the flexibility in the National Curriculum to meet the needs and talents of the pupils in this school.

We are aware that by providing the National Curriculum we are satisfying the requirements of a broad and balanced curriculum.

We believe we give all our children full access to National Curriculum and we enable them to achieve the highest academic and personal standards of which they are capable by providing them with challenges and the life skills that they need in order to take their place in society. We want all our children to succeed.

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We work hard to ensure that all children, whatever their background, receive the education they deserve; an education that sets up them to succeed. We believe in a curriculum that is coherent and well implemented.

We do not believe in teaching to the test and in drilling pupils through past papers but in teaching a curriculum that will widen pupils knowledge, skills and horizons as we feel a good curriculum leads to good results.

We agree with Amanda Spielman (Ofsted Chief Inspector) who states... 'there needs to be no conflict between teaching a broad, rich curriculum and achieving success in exams. A well-constructed, well-taught curriculum will lead to good results because those results will be a reflection of what pupils have learned'.

We provide for all children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development while preparing them for the opportunities, responsibilities and experiences in adult life in democratic Britain.

We see the development of English, Mathematics, Science, RE and I.C.T. as central to our curriculum work, balanced with the humanities and expressive arts. Also, the experiences of the children will be enriched by a range of planned extra-curricular activities.

We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well ordered classroom environment.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

### **Aims**

- To work hard to ensure that all children, whatever their background, receive the education they so justly deserve.

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- To provide a broad, exciting and challenging curriculum that embraces the five outcomes set out in Every Child Matters.
- To provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain.
- To provide an environment that is fun, stimulating and challenging to all pupils.
- To promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- To equip children with a range of skills and a desire for lifelong learning.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- appointed a member of staff to lead the development of the curriculum;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum and Catholic religious education;
- responsibility for ensuring the syllabus for religious education reflects Catholic teaching and fosters respect and tolerance for all main world religions;
- responsibility for ensuring a daily act of worship takes place for all pupils;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
  - ☐ determining this policy with the Governing Body;
  - ☐ discussing improvements to this policy during the school year;
  - ☐ organising surveys to gauge the thoughts of all pupils;
  - ☐ reviewing the effectiveness of this policy with the Governing Body.
- nominated a link governor to:
  - ☐ visit the school regularly;
  - ☐ work closely with the Headteacher and the coordinator;
  - ☐ ensure this policy and other linked policies are up to date;
  - ☐ ensure that everyone connected with the school is aware of this policy;
  - ☐ attend training related to this policy;
  - ☐ report to the Governing Body every term;

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☐ annually report to the Governing Body on the success and development of this policy.

- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher**

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure compliance with the legal requirements of the National Curriculum and religious education;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- have in place risk assessments where required for areas such as Art, Cookery, Design and Technology, Drama, IT, Music, Physical Education, Science, Swimming and Educational visits and are:

- ☐ accurate and suitable;
- ☐ reviewed annually;
- ☐ easily available for all school personnel

- work closely with the link governor;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;

- ☐ observing teaching and learning
- ☐ planning scrutinies and work trawls
- ☐ discussions with pupils and members of the school council

- annually report to the Governing Body on the success and development of this policy.

### **Role of the Curriculum Leader**

The Curriculum Leader will:

- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- provide an environment that is fun, stimulating and challenging to all pupils;

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- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.

### **Role of the Subject Leaders**

There will be a subject leader for each curriculum subject who will:

- lead the development of their subject area throughout the school;
- review progress of their curriculum subject and reports this to the Headteacher and other members of staff;
- have in place a subject action plan;
- monitor medium and short term planning;
- ensure full coverage of the National Curriculum;
- monitor teaching and learning;
- undertake an annual audit of resources;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- report regularly to the Governing Body on the success and development of this policy.

### **Role of Teachers**

Teachers will:

- comply with all aspects of this policy;
- undertake careful planning of all areas of the curriculum but will be encouraged to take time to react and to develop those unexpected moments which will further develop children's experiences;
- collaborate on the planning of all areas of the curriculum to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

#### ☐ **Long Term Planning**

- details what is to be taught over the year
- provides teaching guidelines and overall objectives for each year group for the whole year

#### ☐ **Medium Term Planning**

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- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature
- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term

#### **□ Short Term Planning**

- details the subject curriculum over the week
- plans lessons in detail with specific class objectives
- sets individual learning goals for each pupil

- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- be encouraged to develop the curriculum by using the range of cultures that we have within the school;
- maximize learning opportunities by encouraging and developing parental involvement;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- use a range of teaching and learning styles to address the needs of all children;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- learn to take pride in their work;
- produce work of a high standard;
- be encouraged to bring in their own items and information in order to enhance and to take ownership of a topic;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform
- liaise with the school council;
- take part in questionnaires and surveys

### Role of Parents (Parental involvement)

- be aware of and comply with this policy;
- be encouraged to become involved in curriculum development by helping in school, taking part in curriculum focus weeks and by maximizing learning opportunities between home and school;
- be informed via termly newsletters of their child's topics;
- be made aware that they have the right to withdraw their child from all part of the religious education curriculum;
- be encouraged to take an active role in the life of the school by attending:

- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have holidays in term time and authorised by school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

## National Curriculum Subjects 2018

[illegible]

## Programmes of Study

[illegible]

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Science	.	.	.	.	.	.	.	.	.	.	.
Foundation	.	.	x	x	.	x	x	x	x	x	x

### Time Allocations

Phase	English	Mathematics	Science	Religious Education
KS1 (21 hour week)	24-36%	18%	7%	10%
KS2 (23.5 hour week)	21-32%	18-21%	9%	10%

### Timetable

Class timetables provide details of time allocations to each subject. See website.

### Subject Policies

Below is a brief synopsis of each subject policy. For a broader description please refer to the full policy for each subject area. All policies are updated every three years or when necessary. Long, medium and short term planning is in place for all subjects.

#### English

English Leader is: Ms Judyta Ruminska (Assistant Head)

We believe English has a 'pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

#### 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, an 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 debates.



## **Curriculum in the classroom**

See English Policy.

### **Mathematics**

Mathematics Leader is: Mr Joshua Rook Year 3 teacher

We believe mathematics is 'a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.'

### **Aims**

- To ensure that all pupils become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- To ensure that all pupils reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- To ensure that all pupils can solve problems by applying their mathematics to a variety of routine and non routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## **Curriculum in the classroom**

See Mathematics Policy.

### **Science**

Science Leader is: Ms Rosanna Harries Year 5 teacher

We believe science education 'provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.'

### **Aims**

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- To ensure that all pupils develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- To ensure that all pupils develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- To ensure that all pupils are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

### **Curriculum in the classroom**

See Science Policy.

## **Art**

Art Lead is: Ms Fiona Doherty

We believe 'art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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 should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.'

### **Aims**

- To ensure that all pupils produce creative work, exploring their ideas and recording their experiences.
- To ensure that all pupils become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To ensure that all pupils evaluate and analyse creative works using the language of art, craft and design.
- To ensure that all pupils know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **Curriculum in the classroom**

- See Art Policy.

## **Citizenship**

Citizenship Lead is: Sean Flood (Head)

We believe 'citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their

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place in society as responsible citizens, manage their money well and make sound financial decisions.'

### **Aims**

- To ensure that all pupils acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.
- To ensure that all pupils develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced.
- To ensure that all pupils develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood.
- To ensure that all pupils are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

### **Curriculum in the classroom**

See Citizenship Policy.

## **ICT and Computing**

ICT and Computing Lead is : Ms Sarah Woodhouse (Assistant Head)

We believe that 'computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. 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.'

### **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.
- To ensure that all pupils can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- To ensure that all pupils evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- To ensure that all pupils are responsible, competent, confident and creative users of information and communication technology.

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- **Curriculum in the classroom**
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- See ICT and Computing Policy.

### **Design and Technology**

D & T Lead is: Ms Fiona Doherty

We believe that '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.'

#### **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 increasingly technological world.
- To ensure that all pupils 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
- To ensure that all pupils critique, evaluate and test their ideas and products and the work of others.
- To ensure that all pupils understand and apply the principles of nutrition and learn how to cook.

#### **Curriculum in the classroom**

- See Design and Technology Policy.

### **Geography**

Geography Lead is: Ms Emma Sharpe Reception Class and Phonics Lead

We believe that 'geography education should 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 should 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.'

## **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 a geographical context for understanding the actions of processes.
- To ensure that all pupils 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.
- To ensure that all pupils 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, numerical and quantitative skills and writing at length.

## **Curriculum in the classroom**

See Geography Policy.

## **History**

History Lead is Ms Emma Sharpe Reception teacher and Phonics Lead

We believe that 'history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should 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.'

## **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.
- To ensure that all pupils 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.
- To ensure that all pupils gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To ensure that all pupils understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make

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connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

- To ensure that all pupils 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.
- To ensure that all pupils 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.

### **Curriculum in the classroom**

See History Policy.

## **Modern Foreign Languages**

MFL Lead is: Ms Claire Walshe Year 4 teacher and Spanish lead.

We believe that 'learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.'

### **Aims**

- To ensure that all pupils understand and respond to spoken and written language from a variety of authentic sources.
- To ensure that all pupils 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.
- To ensure that all pupils can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- To ensure that all pupils discover and develop an appreciation of a range of writing in the language studied.

### **Curriculum in the classroom**

- See Science Policy.

## **Music**

Music Lead is: Ms Lauren Dyer

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We believe 'music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.'

### **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 great musicians and composers.
- To ensure that all pupils 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.
- To ensure that all pupils understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### **Curriculum in the classroom**

See Music Policy.

## **Physical Education**

PE Lead is: Mr Nick James

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

### **Aims**

- To ensure that all pupils develop competence to excel in a broad range of physical activities.
- To ensure that all pupils are physically active for sustained periods of time.
- To ensure that all pupils engage in competitive sports and activities.
- To ensure that all pupils lead healthy, active lives.

### **Curriculum in the classroom**

See PE policy

## **Religious Education**

RE Lead is: Ms Jade Cahill Year 2 teacher

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We are aware that although Religious Education is not a National Curriculum subject but as a Catholic school we are required by the Bishop's Conference to teach a minimum of 10% a week in both key stages.

We teach RE according to the "Come and See" approved scheme of work. This is supplemented by extensive use of other resources and materials. We also take account of the other main religions of Hinduism, Buddhism, Judaism, Islam and Sikhism. In our school we study 3 main world religions, one more than is required by the Diocese. Namely Judaism, Islam and from 2017 Buddhism.

We feel that the teaching of RE makes a truly distinctive contribution to the school curriculum as it allows all pupils to explore, understand and express their own response to spiritual and religious approaches to life through the study of Catholic Christian and other principal religions.

### **Aims**

- To develop knowledge and understanding of Catholic and other major religions in Britain as a whole and in the local community.
- To help pupils respect different religions by exploring issues within and between them in order to develop a positive attitude towards living in a religiously diverse society.
- To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.

(The National Curriculum in England Framework Document (DfE) 2014)

### **Curriculum in the classroom**

See RE policy.

### **Monitoring**

Standards will be monitored by:

- ☐ looking at pupils work
- ☐ subject observations
- ☐ pupil discussions
- ☐ audit of subjects
- ☐ scrutiny of planning
- ☐ general curriculum discussions

Monitoring will be undertaken by subject coordinators and members of the Senior Leadership Team.

### **Topic Work**

Geography, History, Science, ICT, Music, PE and RE will be taught as both Core and Foundation subjects.



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PSHE and C, Art and DT will be taught as topics with links made to key subjects such as Science and RE.

### **Educational Visit and Visitors**

- We actively encourage educational visits to link in with topic work.
- Invited speakers will enhance the experiences of the children.

### **Equal Opportunities**

- We aim to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- We look for ways to encourage both boys and girls in all subject areas.
- By careful monitoring we encourage those underachieving in certain areas.

### **Special Needs**

Teachers' planning caters for the wide ability range by including differentiated opportunities in order for all children to make progress.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the school website;
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- school events;
- meetings with school personnel;
- communications with home such as weekly newsletters and of end of half term newsletters;
- reports such annual report to parents and Headteacher reports to the Governing Body;
- information displays in the main school entrance.

### **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - ☐ National Curriculum programmes of study and attainment targets for all subjects
  - ☐ Curriculum
  - ☐ Teaching and learning
  - ☐ Planning
  - ☐ Differentiation
  - ☐ Assessment
  - ☐ Monitoring and Evaluation
  - ☐ Special Educational Needs

## **Our Lady and St Joseph Primary School**

- ☐ Academically More Able, Gifted and Talented Pupils
- ☐ Key skills

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

### **Linked Policies**

- Academically More Able, Gifted and Talented Pupils
- Assessment
- Curriculum
- Differentiation
- English as an Additional Language (EAL)
- Monitoring and Evaluation
- Risk Management and Risk Assessment
- Special Educational Needs
- Teaching and Learning

<b>Headteacher:</b>	Sean Flood	<b>Date:</b>	01/09/2018
<b>Chair of Governing Body:</b>	Derek Vitali	<b>Date:</b>	01/09/2018