

PARK SCHOOL – CURRICULUM POLICY – ISI 2A

1. INTRODUCTION

- 1.1 The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum for English and maths, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.
- 1.2 This policy applies to the whole school (see [SECTION 6 - THE EARLY YEARS FOUNDATION STAGE](#) for specific reference to the Early Years Foundation Stage ('EYFS').

2. VALUES

- 2.1 Our school curriculum is underpinned by the values that we consider to be important at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- 2.2 These are the main values of our school, upon which we have based our curriculum:
- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
 - We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
 - We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
 - We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
 - We are P.A.R.K. school. Our children understand that if they are Polite, Ambitious, Resilient and Kind, they will achieve their full potential in all areas of education and life.

3. AIMS AND OBJECTIVES

- 3.1 The aims of our school curriculum are:
- to enable all children to learn and develop their skills to the best of their ability;
 - to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
 - to teach children the basic skills of English, maths, science and Digital Learning;
 - to enable children to be creative and to develop their own thinking;
 - to teach children about their developing world, including how their environment and society have changed over time;
 - to help children understand Britain's cultural heritage;
 - to enable children to be positive citizens in society;
 - to fulfil all the requirements of the National Curriculum for maths and English and the Locally Agreed Syllabus for Religious Education as well as develop the skills in foundation subjects as set out in the National Curriculum;

- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

4. ORGANISATION AND PLANNING

- 4.1 We plan our curriculum in two phases. The Headteacher and Director of Studies, together with the Subject Co-ordinators and class teachers, are responsible for producing a long-term plan for each subject for each term through a themed curriculum. This indicates what themes are to be taught in each term, and to which groups of children. These are called Curriculum Forecasts. We review our long-term plan on an annual basis. A simplified version of each Curriculum Forecast is communicated to parents via the website.
- 4.2 We also have short-term plans whereby class teachers work with their year group partner to record the learning objectives, teaching strategies, assessment opportunities and cross curricular links. Resources and lesson activities can also be recorded on these short-term plans where appropriate. Our short-term plans are based on the National Curriculum Framework for Key Stages 1 and 2 in English and maths, with modification where it suits our children. Park School formats must be used for this planning which include reference to Spiritual, Moral, Social and Cultural (SMSC) links. Each class teacher, with their phase team, maintain a planning folder which contains this planning and other documents in SharePoint.
- 4.3 Across the school we adopt a cross-curricular approach to our teaching and learning to help develop the children's depth and breadth of knowledge as set out in the National Curriculum. As a teaching staff, we have chosen one whole theme for each term. We have divided our year groups into three phases - Years 1 and 2, Years 3 and 4, and Years 5 and 6. Each of the three phases chooses a 'phase topic' for the term which fits with the whole school theme. The learning objectives in many of the subjects will be achieved by the pupils through work linked to the phase topic.
- 4.4 Work on each phase topic is woven around outstanding core texts, which form the basis for activities across a range of subjects. These subjects are grouped together on the class timetable as 'Topic' and they include English, history, geography, religious education, art, design technology and ICT. Working in this way helps us to engage our children and to develop their curiosity, independence and their love of learning.

5. CHILDREN WITH SPECIAL NEEDS

- 5.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with parents of the child.
- 5.2 Our school does all that it can to meet the individual needs of our children. We comply with the requirements set out in the SEND Code of practice May 2015 in providing for children with special needs. See the Park School Special Educational Needs and Disability Policy for more details.

6. THE EARLY YEARS FOUNDATION STAGE

- 6.1 The curriculum that we teach in the Reception classes (and in the Nursery) meets the requirements set out in the Statutory Framework for the Early Years Foundation Stage. Our curriculum planning focuses on the areas covered by the early learning goals and educational programmes as set out in the Framework, and on developing children's skills and experiences, as set out in this document.
- 6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-

planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We also encourage links with the larger community.

7. PERSONAL, SOCIAL, HEALTH AND ECONOMICS EDUCATION, 'TIME TO THRIVE' AND RELATIONSHIPS AND SEX EDUCATION

7.1 PSHEE sessions are based on the ideas of citizenship and social responsibility, using some aspects of the National PSHE Association scheme throughout the school. Separate documentation sets out the topics and the way in which those topics are taught to children of different ages in an individual booklet. Our teaching reflects and is adapted to the needs of the children/class. Children also work on the school ethos of PARK (polite, ambitious, resilient and kind).

7.2 Relationships and Sex Education

As a school we are required to cover the content for the new Relationships and Health Education, as set out in the statutory guidance. The topics and the way in which these topics are taught to children of different ages are set out in the Relationships and Sex Education (RSE) and PSHEE policy

7.3 Time to Thrive lessons support PSHEE sessions which take place regularly throughout the week to teach the children how to relax and breathe correctly; teach strategies for how to deal with stressful situations and feelings. They will also learn to develop their collaborative skills through teamwork challenges. These skills and strategies are then embedded for if or when they are needed in the future.

8. THE ROLE OF THE SUBJECT CO-ORDINATOR

The role of the Subject Co-ordinator includes:

- providing a strategic lead and direction for the subject;
- providing efficient resource management for the subject.
- maintaining a subject file containing long-term planning and other items.

9. MONITORING AND REVIEW

9.1 The Director of Studies, with the Headteacher, reviews the long-term planning in all subjects, the curriculum forecasts for class teachers and the curriculum forecasts for parents before they are finalised for the following term/year.

9.2 Medium-term planning is written by the class teachers and kept in the year group folders on SharePoint. Subject Co-ordinators are responsible for ensuring that the medium-term planning is implemented effectively based on the long-term plans, that differentiation is evident, and that it fulfils the needs of all pupils.