

# Old Dalby Church of England Primary School



Kind hearts, open minds, courageous spirits.  
Together we will explore life in all its fullness.

## Curriculum Statement

Let us be concerned for one another, to help one another to show love and to do good.

Hebrews 10:24

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## **Our Vision**

Kind hearts. Open minds. Courageous spirits.

Together, we will explore life in all its fullness.

This a promise that we, as a whole school, will educate children to be accepting, thoughtful and courageous. Our pupils will show kindness and love to everyone around them, our pupils will understand, accept and celebrate diversity, they will recognise injustices and speak up when they see them.

This will be achieved through a curriculum based on a skills progression of our eight Christian values. We will ensure that the pupils build the skills to live our values. Our curriculum will provide knowledge of historical and current events to provide our children with context and understanding of the values. Children will learn to challenge what they see as an injustice and seek to right this. They will be ambitious, have the courage of their convictions and be empathetic to others. Through working closely with the local community and church, we will provide a warm, nurturing environment to foster ambition, curiosity, spirituality and love.

“Let us be concerned for one another, to help one another to show love and to do good.”

Hebrews 10:24

## Curriculum Rationale

When writing our curriculum, we read around the topic and unanimously agreed that 3 theories best represent what we want our curriculum to be, in order for children to 'know more and remember more' (Ofsted Inspecting the Curriculum May 2019). Firstly, we believe we should offer a balance between substantive and disciplinary knowledge; facts are important and have their place within a curriculum, but so too does the information surrounding that fact; knowing this enables children to make links and gives meaning to the learning (Christine Counsell, Taking Curriculum Seriously September 2018). Secondly, Clare Sealy's 3D curriculum; we wanted to create vertical, horizontal and diagonal links across year groups and subjects so that knowledge is reinforced and revisited in different subjects and subsequent years. This frequent revisiting increases the chance of transferring new information into long term memory (Ebbinghaus Forgetting Curve) because as Clare Sealy states 'Knowledge can't empower if it's forgotten.' Through combining these theories and our vision statement, we will educate our pupils about what shaped the world around us and how we can shape it for future generations. In addition, we've also worked with our local high school to find out what they want learners to know on starting year 7 so we can be confident that we're enabling a smooth transition to the next stage of their education.

### Enrichment

We recognise the importance of children developing their own hobbies and interests separate from National Curriculum entitlement. Through our enrichment programme, which includes Forest Schools, we encourage staff and community members to share their hobbies and interests with our pupils, in so doing, allowing children to develop their social experiences through spending time with others and sharing interests with people outside of their immediate peer group. Children are encouraged to not only take part but also to organise a variety of structured clubs and activities throughout the school day. Through links with the care home based in the village, children have opportunity to converse with older members of society which has proven to be beneficial to all involved.

Aims of enrichment:

- Sharing of interests and experiences
- Develop positive characteristics of friendship
- Appreciate the benefits of physical exercise, time outdoors and community participation on mental well-being and happiness
- Recognise and use simple self-care techniques including rest time, hobbies, interests
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### Well-being

Mental and physical wellbeing is a priority within our everyday school life, not only do we support and promote this through our curriculum design, ethos and values, but also through teaching isolated SRE lessons throughout each term in every class.

## **Learners with SEND**

At Old Dalby C of E Primary School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We aim to create an inclusive culture in our school and to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment, which is flexible enough to meet the needs of all members of our school. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings with staff.

## **Values Skills Ladders**

At the core of our teaching and learning, are our eight Christian Values:

Teamwork, friendship, strength, courage, community, democracy, love, honesty

These enable us to live our vision.

Each of our eight values has been worked into a skills ladder to show how we will see the values develop within our pupils. These are progressive but we recognise that the pupils will not necessarily work through these in sequence, however the general hierarchy will be true. Some steps will be taught within SRE sessions, some will come about through discussion, some will be modelled. Our aim is that when pupils leave us at the end of year 6, they display all of the steps within each value.

## **Route to Resilience**

Following our involvement with Route To Resilience in 2018/19 we have identified our twenty five character muscles which we wish to develop alongside the values. These have been linked to the values and will be the focus of each half term.

## **Broad Guidelines**

**The Reception Year** follows the DFE Curriculum Guidance for the Foundation Stage which includes seven areas of learning:

- Personal, social and emotional development;
- Communication & language;
- Physical development;
- Literacy development
- Mathematical development;
- Understanding the world;
- Expressive arts & design.

**Year 1 to Year 6:** pupils are taught:

The National Curriculum 2014; Programmes of Study for the subjects of the National Curriculum are used as the basis for the long term and medium term plans.

- The teaching of RE follows Leicestershire and Leicester Diocese's agreed syllabus for RE. Parents may exercise their right of withdrawal from religious worship and instruction.
- Cross-curricular links will be made between subjects where appropriate and the cross curricular themes including Citizenship, RSE and PSHE are planned for within the curriculum.
- An extensive range of high quality resources including ICT will be used to underpin the curriculum.
- Homework, relevant to each year group, will be set, to link the curriculum with learning at home.
- All children in key stage 2 are taught German and a tuned music instrument
- From Reception through to Year 6, opportunities will be taken to extend the curriculum beyond the statutory requirements through the use of educational visits out of school, parents, visitors, musicians, and through the use of the school grounds, the locality and the wider environment.

## **Delivery and reporting**

The school day provides a weekly teaching time of 25 hours for KS2 and 23 hours and 45 minutes for EYFS/KS1. The curriculum is planned in such a way that it can be delivered over 38 weeks.

All lessons are taught in mixed ability groups throughout the school. All aspects of the curriculum are taught in classes according to age/ability, with differentiation as appropriate.

### **Assessment**

See separate assessment policy.

### **Reporting on pupil attainment**

All work carried out by the children is monitored and evaluated.

All pupils receive an end of year report in the summer term.

Parents are invited to Parent Consultation meetings in the Autumn and Spring terms. In addition, meetings with teachers can be arranged by making an appointment through the school office.

The Governing Body receives regular reports on pupil attainment compared to the national picture, and pupils' prior attainment.

## **Roles and Responsibilities**

The Headteacher takes overall responsibility for the curriculum. Subject leaders oversee Literacy and Maths, whilst a member of the SLT oversees the rest of the curriculum, ensuring that it is

implemented consistently and effectively in line with the agreed policies. Opinions relating to the curriculum are sought from parents through informal feedback, from pupils through the class councils and prefect meetings, and from staff and governors.

### **Provision for pupils with Additional Educational Needs and more able students**

Teachers plan to meet the needs of such pupils by ensuring learning is focused on individual pupils' needs and abilities. Outcomes from day to day assessment enable teachers to set targets which reflect individual pupils' skills, abilities and potential. In line with DFE guidance, the school has developed a model of intervention for children experiencing difficulties in literacy or mathematics based on three waves:

- **Wave One:** The effective inclusion of all pupils through quality first teaching across the curriculum.
- **Wave Two:** Rapid intervention sessions, these take place on the same day as the lesson a pupil found difficult. They are led by either the teacher or LSA and focus on key objectives. These sessions are no longer than 20 minutes.
- **Wave Three:** Specific targeted intervention for pupils identified as requiring special educational needs support.

More able children are identified and tracked in accordance with our more able policy. Their knowledge and understanding of subjects is deepened and they are encouraged to explore and question.

### **Sex and Relationship Education (SRE)**

The Governing Body has an agreed policy for SRE which is implemented throughout the school. Parents of pupils in Year 5 and Year 6 are given an opportunity to preview the DVD used as the basis for the sex education programme. Those parents wishing to withdraw their children from these lessons are given the opportunity to do so.

### **Spiritual, Moral, Social and Cultural Opportunities**

All staff are committed to using every opportunity to link learning, behaviour and attitude to our school values and to developing pupils' character.

We aim to develop the self-esteem of each child through the positive:

- ethos of the school;
- management of pupil behaviour;
- relationships between everyone involved in the school;
- encouragement of learning how to learn.

### **Extra-curricular activities**

A range of activities are offered through our before and after school club provision.

## **Other documentation which supports this policy**

- Teaching and Learning Policy
- Early Years Policy
- Individual Subject Policies
- Special Needs Policy
- Monitoring Policy
- Marking policy
- Assessment Policy
- Homework Policy
- Sex and Relationship Education Policy
- Equal Opportunities Policy
- 2019 Curriculum document
- E Safety Policy
- School Improvement Plan
- Internal monitoring documents including Subject Leader Files
- SMSC Policy