

Box CE VC Primary School Curriculum Policy

'It's like a mustard seed that man took and planted in his garden. It grew and became a tree and the birds in the sky nested in its branches.' Luke 13:19

Plant, Nurture, Flourish, Serve

The school garden is a very special and unique part of our school and is enjoyed for its beauty as well as a place to play and learn. On their journey through the school the children are taught gardening jobs and are responsible for areas of the garden. There are many opportunities for them to plant seeds, nurture plants and watch them flourish. The children are helped to explore how 'Plant, Nurture, Flourish, Serve' is a metaphor that can be applied to many aspects of their life, including their behaviour, relationships and learning.

Alongside our Christian vision, our Christian values (compassion, forgiveness, sharing, trust and respect, responsibility, truthfulness, perseverance, wisdom, creativity, friendship, peace and courage) are embedded into the life of the school. They are the foundation of our behaviour and anti-bullying policy, explored during collective worship and are modelled by staff to promote positive relationships.

Aims

We aim to:

- provide a broad and balanced education for all pupils that's coherently planned and sequenced
- enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development and to develop a life-long love of learning
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our children and ensure they are ready for the next stage of their learning

The curriculum we provide meets the requirements of [National Curriculum programmes of study](#), Key Stages 1 and 2 framework Document and the Wiltshire Agreed Syllabus for RE. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- the relevant statutory assessment arrangements are implemented
- it participates in decision-making about the breadth and balance of the curriculum
- it fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- they manage requests to withdraw children from curriculum subjects, where appropriate
- the school's procedures for assessment meet all legal requirements
- the governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- provision is in place for pupils with different abilities and needs, including children with SEND

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including: more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with special educational needs and disabilities (SEND) and pupils with English as an additional language (EAL). Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Guiding principles for our curriculum development

- We use the local area where possible to give teaching and learning a context; for example, there is a wealth of history within the village including Roman and medieval remains and the legacy left by Isambard Kingdom Brunel
- The ongoing development of the school garden is a whole school project; it's enjoyed for its beauty as well as a place to play and learn
- The ethnicity in Wiltshire and Box is predominantly White British so the study of Black history, world faiths and British values are a priority to prepare our children for life in modern Britain.
- We provide as many first hand practical experiences as possible, such as the use of practical apparatus, artefacts and technology; visits and the use of experts
- High quality, memorable experiences are provided across the curriculum, for example art, music, literature, church services and sport that help enable pupils to develop spiritually and express their own thoughts and feelings creatively.
- While we ensure that children understand the disciplinary knowledge of how each subject works, we make cross curricular links between subjects.

Curriculum map and subject overviews

There is a curriculum map for each class that sets out what will be taught and when; they can be found on the class pages of the school website. Wherever possible links are made between subjects on the curriculum map. For example, historical fiction will be studied during a history based topic. Each subject has a carefully mapped A and B year to take account of pupils who are in the same class for two years. Subject overviews show how knowledge and skills are developed for each subject as pupils move through the school.

Subject Allocation

There are too many National Curriculum subjects to teach each one weekly in sufficient depth. Each term the topic emphasis is either history, geography or science. Subjects such as music, art, PSHE can be taught very effectively in a block of a few weeks. Some subjects, such as DT, can be taught intensely during a block of a few days. In line with our cross curricular approach, opportunities to link or block subject areas will be used where possible, for example making sandwiches in DT links well with instruction writing in English.

RE is taught in three blocks of at least six weeks each year. There will also be two days in September to review and explore the school's vision with the children and an annual RE week in term 4.

Weekly timetable

The weekly timetable consists of:

- **Maths** 5 lessons and an additional short daily mental maths session
- **English** 5 lessons in addition to time allocated to reading, spelling and handwriting
- **Science**
- **PE** two lessons
- **French** for children in KS2
- A daily act of collective worship

Termly overview

A termly overview summarises the four or five main learning outcomes for a term and the link to the key knowledge and skills that will be taught and developed. The termly overviews can be found on the class pages of the website.

English

High quality English teaching enables 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 imaginative and purposeful links, these skills are further developed through the teaching of English within other curriculum areas, for example, instruction writing to support planning and making sandwiches in DT. From Year 1 children have a daily English daily lesson; other aspects of English such as reading and handwriting are taught in addition to this hour. A range of high quality texts, big books, the First Steps books and Alan Peat's resources are used to support work in English. Unlocking Letters and Sounds is the scheme that we use to teach phonics.

See reading, spelling, handwriting and presentation policies

Mathematics

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries. 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 maths curriculum provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of maths, and a sense of enjoyment and curiosity about the subject. In our maths teaching, we aim to enable all pupils to master the fundamentals of maths so that they develop an understanding of mathematical concepts and have the ability to recall and apply mathematical knowledge rapidly and accurately; making links throughout their learning. They will be able to reason mathematically by following a line of enquiry, predicting relationships and generalisations, and developing justifications using mathematical language. Pupils will be able to solve problems by applying their maths to a variety of problems with increasing sophistication.

We use a range of resources to support the teaching of mathematics: small steps for progression of maths learning by White Rose and the National College for Excellence in the Teaching of Mathematics (NCETM) materials. Extra challenges come from NRICH, Mastery in Maths documents and Wiltshire 27. Fluency in number and times tables facts are taught using Mastering Number materials, Numbots and TT Rock stars.

See mathematics policy

Science

In our science teaching, we recognise its importance in every aspect of daily life, We help them have a better understanding of the world around them and build on their curiosity and sense of excitement about the natural world. As far as possible, science content is taught through hands on, practical investigations to allow pupils to have a real experience of science. This includes using our wonderful garden and natural surroundings as a teaching and learning resource. Our science teaching also develops the important 'working scientifically' skills, such as learning to use the correct scientific vocabulary science knowledge and communication skills. We use the Kent Science Scheme of Work to teach science; it is taught through a

cycle of topics that are regularly revisited. Wherever possible, we will also make cross curricular links in our science learning, particularly with subjects such as maths, English, geography and DT. Science focus days/week, educational visits to places such as 'We the Curious' in Bristol and 'science shows' invited into school also help to support and enthuse science learning.

Religious Education (RE)

RE is taught in accordance with the Wiltshire Agreed Syllabus for RE, Discovery RE and Understanding Christianity. As a Church of England school, our teaching has an emphasis on Christianity, as the principal religion in the UK. Alongside Christianity, children in key stage 1 study Judaism and Islam. In key stage 2, the children will continue their learning of these religions, as well as studying Hinduism and Sikhism. Units of work are based around a key question e.g. 'What did Jesus do to save human beings?' 'What is the best way for a Sikh to show commitment to God?' This allows children to follow a line of enquiry, building knowledge and understanding, as well as developing personal resonance and spirituality.

Across a unit, RE is taught through a range of activities, where children are given the opportunity to make spoken and written responses, as well as creative activities and artistic expression. Their learning is enriched through the use of visitors and trips and engaging in activities such as the 'Spirited Art' competition. There is also a multi-faith 'RE week' held each year where the children explore and compare a variety of religions and world views, based around a theme.

Art and design

Art, craft and design embody some of the highest forms of human creativity; it engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works. As their skills develop pupils are encouraged to think critically and develop a more rigorous understanding of art and design. They will learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Children produce creative work, exploring their ideas and recording their experiences; become proficient in drawing, painting, sculpture and other art, craft and design techniques; evaluate and analyse creative works using the language of art, craft and design; and know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Pupils record their observations and review and revisit ideas through the use of sketchbooks. Art is taught through a variety of resources such as 'Drawing is a Class Act' and 'Painting is a Class Act' by Meg Fabian.

Computing

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. Computing skills and knowledge are taught primarily through the scheme of Knowsley Scheme of Work. The programs used in school, such as Dance Mat Typing, ensure that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology. Children are given opportunities to expand their understanding of technology, as well as create their own content, through the use of iPads and laptops. For example, a flip chart animation based on the book Beowulf. Beebots are used to allow the children to physically code, which will set

the foundations for future coding when using coding software such as Scratch or Microbits. Throughout computing education there is an emphasis on online safety. There are opportunities for children to join the school's online safety committee, celebrate World Safer Internet Day annually and to be able to talk to visitors, such as the police or an online safety expert about keeping safe online and when using technology.

See computing/online safety policies

Design and technology (DT)

At Box, DT uses pupils' creativity and imagination to design and make products that solve real and relevant problems. Pupils draw on subject knowledge from disciplines such as mathematics, science, engineering and computing and art. From felt puppet making in Oak class to building a controllable toy vehicle in Sycamore, the children are given lots of opportunities to develop their technical knowledge. We are also lucky to be able to use the scrumptious produce from our school garden to cook with; pizza making and fruit salads are our favourites! The process of design, make and evaluate is used to plan all DT activities.

Geography

Geography provokes and answers questions about the natural and human worlds which inspires a curiosity and fascination that children carry with them for the rest of their lives. Through our geography teaching we aim to equip pupils with knowledge about places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. The children will have opportunities to explore the local environment around Box and use the school grounds to develop their geographical understanding and skills. During the Year 4 residential trip to Braeside, the children learn compass and map reading skills along with exploring key physical features of the area. During the Year 6 residential trip to Jamie's Farm in Monmouthshire pupils contribute to farm life and to manage and sustain a contrasting environment. We use a range of resources to teach geography including maps, diagrams, globes, aerial photographs the Collins Geography Scheme and Action Aid.

History

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. Our history themes address key historical concepts: chronology, continuity and change; cause and consequence; and similarity, difference and significance. Pupils' understanding of these concepts allow them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Our themes have been carefully mapped across the school to ensure a broad and balanced history curriculum. Key Stage History is used as our core scheme of work. In reception children learn about the world, past and present, for example by comparing and contrasting characters from stories and figures from the past, and by talking about members of their immediate family and community. In Key Stage 1, pupils learn about British and global history through focused themes on changes within living memory; events beyond living memory; lives of significant individuals, such as Isambard Kingdom Brunel; significant historical events; and a study of their own locality. In Key Stage 2, all our history themes have an overarching question to encourage pupils to think critically, weigh evidence, sift arguments, and develop perspective

and judgement. Pupils conduct historical enquiries into: Britain's past; British history beyond 1066; world history; and an in-depth local study into the history of Box village. Learning in history is often supported by visits in the local vicinity and to places such as the Trowbridge Museum, The Roman Baths, Steam in Swindon and the SS Great Britain.

French

We believe learning a language deepens our children's curiosity and understanding of the world and other cultures. It also enables our children to develop the communication and literacy skills that lay the foundations for future language learning. We teach French each week in Key Stage 2 with class teachers reinforcing teaching points incidentally throughout the week. Pupils learn to speak with increasing confidence and fluency through discussions and conversations; they continually improve the accuracy of their pronunciation and intonation. We use Rising Stars as our core French scheme.

Music

The school has a strong tradition of music. We greatly value the contribution music makes to everyday life and strive to involve as many children as possible in musical activities. Music is mainly taught by specialist teachers. Children in Year 4 are taught to play the recorder so they experience what it's like to play an instrument and learn how to read musical notation. We hope that they will extend their musical expertise by learning to play another instrument. Children are able to have extra curricular music lessons on the flute, clarinet, saxophone, violin, cello, guitar or keyboard. Children from Year 2 to Year 6 are able to join the school's choir.

Pupils in Year 6 have weekly specialist music tuition on the use of the voice as an instrument. Other classes have blocks of music teaching throughout the year. Lessons explore a wide range of musical styles, structures, traditions and history predominantly through singing. There are opportunities for children to attend concerts and perform in venues such as the Music Centre in Bradford on Avon and the Mid Somerset Festival in Bath as well as enjoying performances by visiting musicians.

Physical Education (PE)

In PE children develop their physical competence and confidence as well as their ability to perform in a range of activities such as gymnastics, games, dance, athletics and swimming. PE provides opportunities for children to be creative, competitive and to tackle challenges as individuals, groups and in teams. Opportunities to compete in sport as part of the Corsham cluster of schools and other activities build character and help to embed values such as fairness and respect. It also promotes positive attitudes towards active and healthy lifestyles. During residential trips to Braeside and to Jamie's Farm children take part in outdoor and adventurous activities. Children in Year 3 and 4 also swim weekly at the Springfield Centre in Corsham for six months of the year. RealPE is our core scheme of work for PE.

Personal, Social Health and Economic Education (PSHE)

PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens with an understanding of British values. It is central to helping pupils stay healthy and safe

and to equip them with the personal and social skills needed to negotiate life's challenges, opportunities and risks. Our school PSHE scheme SCARF (Safe, Caring, Achievement, Resilience, Friendship) covers British Values through the classroom activities within each theme. *See our PSHE policy*

Relationships, Sex and Health Education (RSHE)

We seek to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values. RSHE in Box Primary School is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (sex education). It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life. Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect. To teach RSHE we use 'Growing and Changing' resources from SCARF (Safe, Caring, Achievement, Resilience, Friendship) and the 'Living and Growing' Channel 4 programmes. *See our RSHE policy*

Extra-curricular activities

In Year 4 there is a three day residential trip to Braeside in Devizes where there is a focus on outdoor and adventurous activities. In Year 6 pupils do a five day trip to Jamie's Farm in Monmouthshire care for animals, contribute to farm life through activities such as hedging, carpentry and log chopping; grow seasonal fruit and vegetables and help prepare and cook meals. Children are able to have flute, clarinet, saxophone, guitar, keyboard or violin lessons. A range of lunchtime and after school clubs are offered throughout the year including multi-sports, BfitKIDS, football, choir and drama.

Arrangements for monitoring and evaluating

Arrangements for monitoring the curriculum are set out in the annual 'monitoring timetable' followed by all members of staff and in the assessment or learning policy. In addition to this the governing body will receive reports from the headteacher on:

- the standards achieved in subjects at the end of each key stage compared to national averages, gender, special needs, ethnicity and other similar schools
- the number of pupils for whom the curriculum was disapplied
- the evidence of the impact on standards of national strategies and strategies introduced by the school
- the nature of any parental complaints

See our Early Years Foundation Stage (EYFS) policy for information on how our early years curriculum is delivered

Other associated policies:

- Maths
- Reading, Spelling
- Religious Education (RE)

- Spirituality
- Collective worship
- Early Years and Foundation Stage
- PSHE
- Relationships, Sex and Health Education (RSHE)