



St Mary's Hampton

Church of England Primary School

Flourishing through faith, hope and love

Curriculum Policy

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Signed:

(Headteacher)

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1. Curriculum aims

Our curriculum aims to:

- › Provide a broad and balanced education for all children that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- › Enable children to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- › Support children' spiritual, moral, social and cultural development
- › Support children' physical development and responsibility for their own health, and enable them to be active
- › Promote a positive attitude towards learning
- › Ensure equal access to learning for all children, with high expectations for every pupil and appropriate levels of challenge and support
- › Have a high academic/technical ambition for all children
- › Equip children with the knowledge and cultural capital they need to succeed in life
- › In Reception, we promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

These curriculum aims are underpinned by our values:

The starting point for our school's curriculum is the National Curriculum. We ensure that the National Curriculum is taught and we aim to go beyond this by increasingly offering a wider range of activities to enhance and enrich the children's interests and stretch their abilities. Our school curriculum has a focus on the 'mind, body and spirit' with opportunities to develop and explore these areas within our curriculum and through enrichment activities.

Background

When Jesus was asked what the greatest commandment was, he replied - *'Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength'* (Mark 12:30)

Jesus cleverly picks out 3 distinct and different aspects of who we are: **Mind**, **body** (strength) and **spirit** (heart and soul). These three aspects – the mental, physical and spiritual - work together to give us a focus for our curriculum. What does a **mind**, **body** and **spirit** curriculum look like?

Mind

We provide a curriculum that inspires every child to meet their academic potential and to excel. Enquiry based learning, where children are encouraged to ask their own questions, encourages curiosity and helps build a life-long love of learning. We encourage children to be creative and to show their new learning in different ways: in their written and recorded work, practically, and through art, music and drama. The curriculum is differentiated, to meet the diverse needs of all children. We challenge, stretch and support the children, aspiring to help every child be the best they can be. We encourage a 'growth mind-set', where every child has a 'can-do' attitude when it comes to new learning. We are always seeking to innovate in our curriculum and find new and creative ways of exploring learning. All children are encouraged to develop their own self-expression through music, art and drama.

Body

We deliver an excellent and varied PE programme across the school, working in partnership with expert coaches to ensure the highest standards in the delivery of a range of sports, games, skills and activities. All children are encouraged and expected to participate fully in PE and sport and are given regular opportunity to compete, both in school and locally, with other schools. We encourage every child to build their own physical fitness and participate in the 'Daily Mile', whereby every child runs a mile a day for 15 minutes during the school day. We encourage healthy dietary choices through our provision of a hot, healthy daily meal prepared on the premises, and fruit snacks. Children with outstanding sporting ability receive additional specialist coaching and represent the school in sporting competitions. We encourage every child to take responsibility

for their own health and fitness, culminating in our annual 'Fitness Week' in the second half of the summer term.

Spirit

Underpinning all that we do at St Mary's are the Christian values and ethos on which our school is founded. At St Mary's, we welcome children and families of all faiths and none, valuing and respecting every child as precious in the sight of God. In following the example of Jesus, we encourage children to take responsibility for their choices and the way in which they treat others. Everyone is welcomed and included in our school community and we positively celebrate difference. Our programme of daily Collective Worship promotes spirituality, encouraging children to be thoughtful and reflective in prayer and worship and quiet reflection. The children can express their spirituality by taking part in different aspects of the Christian calendar, including Christmas and Easter, and in making their own contributions to our Collective Worship. We love and value every child, encouraging them to foster and develop their own spiritual beliefs.

We offer opportunities for 'enrichment' of our curriculum in the following ways:

- A wide range of extra-curricular clubs, including drama, sewing, art, languages, football, tennis and dodgeball are available for children to access after school.
- Trips and visits are planned in each year group to compliment curriculum coverage. Residential trips are planned for Year 5 (High Ashurst, 2 nights) and Year 6 (Little Canada, Isle of Wight, 4 nights). Each class will aim to have 3 trips and visits per year.

We would like our Year 6 children to leave St Mary's having achieved their academic potential, being physically fit and active and able to treat others as they would wish to be treated – respecting the uniqueness and the dignity of every individual. Our curriculum vision statement is 'flourishing through faith, hope and love'.

Early Years (reception) has a one-year programme, which teaches the same essential skills required each year though the precise nature of each theme is adjusted according to the interests, abilities and diverse nature of each cohort.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

3. Roles and responsibilities

3.1 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 children to cover the National Curriculum and other statutory requirements
- › Proper provision is made for children with different abilities and needs, including children with special educational needs (SEN)
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum
- › It fulfils its role in processes to disapply children from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher and Assistant Headteacher for Curriculum

The headteacher and Assistant Headteacher for Curriculum are responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual children 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 children 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
- › The governing board is advised on whole-school targets in order to make informed decisions
- › Proper provision is in place for children with different abilities and needs, including children with SEN

3.3 Other staff

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

Subject Leaders

- › Have oversight of the National Curriculum that is delivered at St Mary's Hampton CoE Primary School
- › Ensure that their subject is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- › Monitor and ensure that children to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- › Embed within their subject, children' spiritual, moral, social and cultural development
- › Promote a positive attitude towards learning
- › Ensure equal access to learning for all children, with high expectations for every pupil and appropriate levels of challenge and support
- › Have a high academic/technical ambition for all children
- › Equip children with the knowledge and cultural capital they need to succeed in life
- › In Reception, we promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.

Class teachers

- › Deliver a broad and balanced education for all children that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- › Enable children to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- › Support children' spiritual, moral, social and cultural development
- › Support children' physical development and responsibility for their own health, and enable them to be active
- › Promote a positive attitude towards learning
- › Ensure equal access to learning for all children, with high expectations for every pupil and appropriate levels of challenge and support
- › Have a high academic/technical ambition for all children
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Support Staff

- › Support the provision that is in place for children with different abilities and needs, including children with SEN
- › Promote a positive attitude towards learning
- › Lead small group interventions which enable children to access the National Curriculum

4. Organisation and planning

At St Mary's Hampton, we deliver the National curriculum through a subject specific approach so that every child gains the right subject specific knowledge and skills for each discipline.

We deliver a curriculum that suits local needs within the local context. For example, children participate in trips to the museums and theatres in London, local places of worship, explore local transport links. In Geography and Computing, the children study local maps of Hampton and use map skills in Forest school and other geographical maps from around the world.

Each subject is designed, delivered and sequenced as outlined in the subject's curriculum overview and progression maps (as outlined in the Teaching and Learning Policy). The Subject Leader plans delivers the long and medium term plans and the Class Teacher is responsible for the short term planning and delivery of the curriculum. The Subject Leader has oversight of the resources available for Class Teachers and children in order to deliver the curriculum effectively through having a checklist of resources and auditing the resources on a termly basis.

The curriculum at St Mary's covers Relationships and Health Education within our PSHE lessons (please refer to our Relationships Education policy). Spiritual, Moral, Social and Cultural (SMSC) development is encompassed throughout our entire diverse and vibrant curriculum, school values, collective worship (please refer to the Collective Worship Policy), celebration assemblies and prayer times. The children have vast opportunities throughout the school day to practise and demonstrate SMSC during class time at events such as sporting competitions, forest school, class trips, when engaging with external visitors.

The children at St Mary's Hampton are taught the British Values and have opportunities to engage with the values. For example:

- › Democracy –children elect the School Council
- › Rule of Law – every child is treated equally
- › Respect and Tolerance – children learn about different cultures, traditions and religions throughout the curriculum in all subjects

- › Individual Liberty – children are encouraged to believe, act and express themselves freely throughout the school day and throughout our extra-curricular activities such as Rock Steady, Forest School, Drama and Art clubs.

See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

Teachers set high expectations for all children. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able children
- › Children with low prior attainment
- › Children from disadvantaged backgrounds
- › Children with SEN
- › Children with English as an additional language (EAL)

Teachers will plan lessons so that children with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support children to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- › school visits
- › meetings with the staff
- › invitation into school to observe practice
- › meetings with the school council

Subject Leaders

Each curriculum area is led by a designated member of staff. Each curriculum leader will write an annual action plan, to show the progression and development of teaching and learning in their curriculum subject. At the end of the school year, each curriculum leader produces a summary of the actions taken to develop their subject. These are collated to produce a 'curriculum story and curriculum roadmap', which captures and summarises curriculum development across the school.

Subject Leaders monitor the way their subject is taught throughout the school by:

- › learning walks
- › observations
- › book scrutinies
- › Children's voice surveys
- › meetings with staff

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Assistant Headteacher for Curriculum. At every review, the policy will be shared with the Teaching & Learning Committee.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Inclusion policy
- EAL policy.