



Curriculum Policy

Policy reviewed by: E Brady
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Ethos

At Elements Primary School we have a dedicated team of staff and Governors, who are committed to delivering a broad, exciting and challenging curriculum through meaningful and engaging topic-based learning.

Learning is based on the principles of mutual respect, responsibility and child led enquiry-based learning, which promote curiosity and embed the application of basic skills across the curriculum and allow writing to be meaningfully embedded.

We plan our curriculum to ensure that it has enough breadth, balance and relevance for each child. Subject leaders and Curriculum leaders have carefully mapped out topics to ensure that there is progression of skills and knowledge as well as chronological order throughout key areas such as History.

Within our curriculum, we also promote British Values. These values permeate all aspects of school life enabling us to help every child achieve their full potential by equipping them with a feeling of self-belief, a respectful attitude towards others, an excitement for learning and an enthusiasm for life. We equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future enabling them to lead happy and rewarding lives.

What we teach

The curriculum is all the planned activities that we as school organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises to enrich the experience of our children. These help to promote and develop greater depth of knowledge, skills and attitudes to learning, in order that all learners achieve their true potential.

Aims and objectives

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, Mathematics and Science
- to enable children to be creative and to develop their own critical thinking
- to provide exciting experiences and engaging opportunities to stimulate children to use and embed their Maths and English skills for a purpose across other subject areas
- to teach children about the developing world, including their own environment and society
- to help children understand Britain's cultural heritage as well as that of the wider world
- to enable children to be positive citizens in society
- to fulfil all the requirements of the National Curriculum (2014)
- to teach children to understand right from wrong as well as the importance of truth and fairness, so they grow up committed to equal opportunities for all

Organisation and planning

We plan our curriculum in Year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website www.gov.uk/government/publications/national-curriculum-in-england-frameworkfor-key-stages-1-to-4 Each year group has a long-term plan, provided by the Curriculum Managers. This indicates which topics and National Curriculum objectives are taught in each term. Our curriculum drivers include History, Geography, Design and Technology and Art and Design. These are taught weekly depending on the driving subject for that half term. The other foundation subjects are taught as “stand alone” subjects and these include Religious Education; Personal, Social and Health Education; Computing; Music; French and Physical Education. Some of these are taught every half term whereas others are taught every other half term. We have reviewed our long term plan to ensure coverage across the Key Stages. A number of Topic enhancement opportunities are identified within this long term plan, including opportunities for outdoor learning, visitors to school as well as educational visits and residential. There is a degree of flexibility, to enable teachers to develop their classroom areas and hook events, in consultation with their class.

We teach all subjects using the National Curriculum (2014). This ensures progression in learning and provides children with many opportunities to consolidate learning. Our medium term plans show the objectives begin taught and how the children will learn, i.e. the activities that they will undertake, activities they will take part in and the skills that they will develop.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum, and there is planned progression in all curriculum areas. We believe it is important to plan creative and stimulating lessons and teachers use a variety of interesting hooks, to engage the children in their learning, including, visiting speakers, trips in the local environment and wider city.

We have created knowledge organisers that are displayed in every topic book to ensure children are getting a deep understanding of the topic they are studying, with key knowledge and vocabulary that they can take with them throughout their lives.

In order for children to regularly and clearly evidence their work in the curriculum subjects, they have Science, RE and Topic books, a PSHE Jigsaw Journal, and Art sketchbooks.

The role of the subject leader

- to provide a strategic lead and direction for the subject support and offer advice to colleagues on issues related to the subject
- monitor pupil progress in that subject area
- provide efficient resource management for the subject.

Subject leaders are expected to conduct these duties as part of their PPA time. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned. Following the QA cycle each academic year subject leaders will be given additional time out of class in which they can perform a “deep dive” on their specific area. Within this they must then monitor and review their subject area, by conducting book scrutiny, learning walks and through discussion with both pupils and staff. This should then inform future planning and feedback will be provided to all staff via staff meetings/CPD sessions. SLT should conduct a

“deep dive” at the same time and then feedback with subject leaders to cross-correlate findings and ensure consistency and inhouse moderation is taking place.

Monitoring and review

Subject leaders monitor the way their subject is taught throughout the school. They monitor long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have the responsibility for monitoring the way in which resources are stored and managed.

The Curriculum Manager will review each subject area according to the policy review timetable and meet regularly with subject leaders. The member of the SLT assigned to be Curriculum Lead is responsible for the day to day organisation of the curriculum. The Curriculum Lead and Curriculum Manager monitor the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Health and Safety

All staff are responsible for the general health and safety of pupils in their classrooms and beyond during science lessons as per academy policy. The school adopts the guidelines of ‘Be Safe’, the ASE publication can be found in the subject leader file which is clearly identified in the Science Area.

RSE at Elements

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

Provide a framework in which sensitive discussions can take place.

Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

Help pupils develop feelings of self-respect, confidence and empathy.

Create a positive culture around issues of sexuality and relationships.

Teach pupils the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Bramley Park Academy we teach RSE as set out in this policy.

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

4. Curriculum

Elements Primary School has based their curriculum on the lessons and resources provided by 'Cambridge Education' in the document 'A whole primary school curriculum for SEX and RELATIONSHIP EDUCATION'. We will be consulting parents and staff on the new curriculum, taking into account age, needs and feelings of all pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- Challenging relationship stereotypes

For more information about our curriculum, see our curriculum map in Appendix 1.

Respect

Through a whole school approach and the curriculum we create a culture and ethos of respect, tolerance, acceptance and diversity. We encourage pupils to 'call out' and report anything that makes them feel uncomfortable, no matter how small they think this is.

We will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse.

Promoting appropriate sexual behaviours

As well as focusing on what is inappropriate, we will help pupils to understand what good and healthy sexual behaviour means. We will use a whole school approach in our RSE curriculum and cover important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self esteem
- Healthy relationships

This policy should be read in conjunction with the policies in support of SEND, PP EAL, RSE policy and the Behaviour policy in support of vulnerable groups.