



'Together we can make a difference'

Curriculum Policy

Name of school: Bexton Primary School

Date of review: January 2016

New review date: January 2018

1. Introduction

The curriculum at Bexton is all of the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the statutory requirements of the National Curriculum but also the wide range of extra-curricular activities that the school organises in order to enrich the children's experiences. It also includes the 'hidden curriculum', through which the children learn from the way they are treated and expected to behave.

At Bexton we support children to grow into positive, responsible people, who can work and co-operate with others whilst developing knowledge and skills, so that they achieve their true potential. We believe that the children in Bexton are being developed for jobs which may not yet exist in our fast changing world, but we want them to develop intrinsic values which will allow them to be successful and happy people. Our curriculum will prepare children for this future.

At Bexton, the statutory 2014 curriculum has been further enhanced with an initiative called Ethical Enterprise, whereby the curriculum is personalised to meet the needs of all of our children. During each academic year, four charities are chosen which reflect global, national and local concerns. The charities are carefully chosen for the children to explore in depth within the wider curriculum.

Our house point system was adapted to reflect this ethos and now every house point a child earns has a small monetary value. Enterprising activities are planned to raise money to fund the house points. This enables the schools to make contributions to the charities we are supporting through the children's applications of school values, ensure our mission statement of 'Together we make a difference' be one the children and staff live on a daily basis. For more details about how our Ethical Enterprise initiative works please see our Curriculum Statement.



The school's aims are to;

- Develop lively and enquiring minds that acquire knowledge and skills relevant to their needs now and in the future
- Offer a broad and balanced curriculum which recognises each child's individuality and meets his / her needs
- Offer first hand experiences wherever possible in order to stimulate interest
- Have equal opportunities for access to all parts of the curriculum
- Foster worthwhile attitudes and values for others
- Recognise and value each child's talents and enable them to feel part of a loving, caring community

To achieve these aims, the curriculum is planned to be:

- **Broad** so that it provides a wide range of knowledge, skills and experiences
- **Balanced** so that each subject has sufficient time to contribute effectively to learning
- **Relevant** so that learning can link to the pupil's experience to applications in the world at large
- **Coherent** so that topics can be linked to make the whole learning experience more meaningful
- **Progressive** so that what is taught builds in a systematic way upon what has already been learned
- **Differentiated** so that what is taught and the tasks that are set are matched to the aptitude and ability for each pupil
- **Accessible** so that there is equality of opportunity for all.

The Curriculum at Bexton

At Bexton we have a balanced skills & knowledge based curriculum. Ethical Enterprise is used to develop real life, engaging and tangible learning experiences that support the delivery of the statutory curriculum. Whole school, long term plans for this innovative curriculum have been developed by teachers and are regularly reviewed and updated. The plans ensure we have the correct coverage for each of the areas of learning, in line with the National Curriculum 2014. The plans will allow for flexibility and continuity, making sure there is no duplication.

At Bexton we are committed to evaluating and developing our teaching methods in order to provide the very best lessons;

-All staff are involved in research to explore how children learn, understand, think and are motivated to help them plan engaging and challenging lessons

-We collaborate as teachers to share our planning, teaching strategies in order to ensure the children are getting the best teaching. We use staff meeting time to discuss our practice and share ideas

-We encourage children to be active, collaborative learners who can think in creative and original ways

-We seek the very best out of information technology to promote learning, for example children have access to iPads, net books, and laptops.

Curriculum Roles and Responsibilities

-The Head teacher has the responsibility for the leadership of the curriculum and is supported in this role as follows;

-The Senior Leadership Team co-ordinate the work of subject leaders and ensure that the curriculum has progression and appropriate coverage.

-There are currently five TLR posts led by middle leaders to develop and drive key areas of the curriculum. One permanent TLR post oversees Assessment. The Assessment Co-ordinator ensures that the progress of each pupil is tracked and there is appropriate challenge, support and intervention. The other TLR posts are:

-ICT- to develop and drive the teaching of Computing, ensuring teachers have the necessary skills and resources to teach this area of the curriculum.

-Independent Learning to ensure children are supported by adults around them to develop the best skills for learning

-Ethical Enterprise- to develop and drive this initiative that drives a large part of our curriculum

-Maths- to develop and drive this key area of the curriculum

-PE and Extended Schools- to develop and drive an outstanding PE curriculum and ensure children have access to a wide range of extra-curricular activities

The role of Subject leaders in leading their subject

A member of the senior leadership team oversees the whole curriculum and liaises with all subject leaders to ensure consistency, monitor standards and offer support to teachers and subject leaders. Subject leaders have a key role in developing and improving standards in their subject areas. Subject leaders have key responsibilities which include:

-Responsibility for liaising with class teachers over the content and delivery of units of work

-Evaluating and monitoring standards in their areas of learning by scrutinising work produced in their subject

-Liaising with the senior leadership team, sharing information about quality of teaching and outcomes in their subject and plans for improvements

-Keeping records of achievement of all children, with a particular focus on the more able, in their subject area

-Keeping up to date with any developments or changes within their subject and ensure class teachers are given timely information or professional development

-Looking for and signposting to teachers any quality educational resources in their subject area

-Sharing examples of excellent practice

-Ensuring any policies needed for their subject are up to date and disseminated to staff

-Supporting staff, especially newly qualified teachers, to develop knowledge and skills in their subject

-Keeping parents up to date with relevant information in their subject area through newsletter articles

The role of class teachers in delivering the curriculum

-Class teachers will develop their short term, medium term and long term plans based around skills & knowledge coverage planned for their year group based on the National Curriculum

-Class teachers will develop lessons that use Ethical Enterprise to develop relevant, real-life, engaging learning experiences

-Class teachers will plan collaboratively to ensure parity across the year group.

-Class teachers will follow any agreed policies or guidelines regarding the teaching of subjects in the school's curriculum

- Class teachers will plan lessons that meet the needs of all the children in their class for all areas of the curriculum
- Class teachers will find out what the children already know or would like to know when planning different areas of the curriculum
- Class teachers will report to parents on the progress and attainment of children in their class in line with school policy

English, Maths and links to the Ethical Enterprise Initiative are held on medium and short term plans. The curriculum in the Early Years is separately planned as it is not part of the National Curriculum. For more information about this please see the Early Years policy.

The role of the Governing Body in monitoring teaching of the curriculum

The Governors monitor the success of the curriculum at committee level and at Full Governing Body meetings, through the termly Head Teacher's report and reports to the committees. Many areas of the curriculum have 'link' governors and they meet regularly with subject leaders to monitor standards and outcomes across the curriculum. Governors should ensure they read and follow guidelines in the Visitors Policy and Governor Handbook.

Other relevant policies that could be referred to whilst looking at this policy

Curriculum Policy Statement

Special Educational Needs Policy

Teaching and Learning Policy

Assessment, Marking and Feedback Policy

PSHE, Sex and Relationships Education Policy

English Policy

Maths Policy

Early Years Policy

J. Sach (reviewed)

January 2018

Reviewed every two years

Long term plan Year 1

	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Materials	Humans and their senses	Properties of Materials	Plants and conditions for growth	Animals (non-human)	Healthy Lifestyles & Our Senses
Geography	Around our school & our home	England & our capital city	Cold Countries	Wales, Scotland & Ireland	Our local environment	Hot Countries
History	Our Families and life in the past Toys past and present	Events from living history and the past- Remembrance & Bonfire Night	Charity Focus- history of Guide Dogs for the Blind	Saints Days St David St Patrick	May Day traditions & customs	Local History- buildings in the town
PE	Gymnastics/ Large Ball skills	Dance/ Large Ball skills	Gymnastics/ Throwing & Catching	Dance/ Throwing & Catching	Gymnastics/ Team Games	Dance/ Athletics
Computing	Algorithms	Design & Create a Christmas Card	Using the Internet Safely	Making stories on the iPads	Storing Information	Use ICT beyond school
DT/Art	People & Buildings/Drawing skills/ L.S Lowry		Pattern & texture around us and the world		Sculpture using natural materials Andy Goldsworthy	
Music	Exploring Sounds	Exploring Duration	Exploring Pulse & Rhythm	Exploring Pitch	Exploring Instruments & Symbols	Exploring Timbre, Tempo & Dynamics
PSHE	Being part of our class & school	Growing & Changing	Special people & friendships	Playing Cooperatively. Feelings and emotions	Caring for our local environment	Keeping healthy/ healthy lifestyles
RE	Christianity The Church as a community	Christianity God's Love & Bible stories	Christianity Beliefs about Jesus	Christianity Creation Story	Christianity The Bible as a sacred text	Judaism Worship & Family life

Long term plan Year 2

	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Animals including Humans (Health & Growth)	Uses of everyday materials	Keeping Healthy	Plans (conditions for growing)	Living things & their habitats (food chains)	
Geography	Around the World Maps & Weather		The Four Seasons		Let's go on a Safari! Maps, climate & compass points	
History	Homes long ago & Events beyond living memory Great Fire of London		Lives of significant individuals Neil Armstrong		Lives of significant individuals Grace Darling	
PE	Dance/ Fundamentals	Nativity/ Lacrosse	Gymnastics/ Fundamentals	Gymnastics/ Lacrosse	Dance/ Rounders/ Football	Sports Day
Computing	Word Processing- iPads	Research the Internet	Coding		Multi-Media Video Scribe	
DT/Art	Grandparent Portraits	Christmas Art	Space Paintings	Mother's Day & Easter Cards	Animal drawings	Monet Blue Planet Paintings
Music	Singing	Nativity	Singing	Food themed compositions	African compositions	Seaside compositions
PSHE	Recognise strengths and set simple goals	Managing our feelings	Anti-Bullying Strategies	Differences and similarities in people	How we can make a difference in our communities	Role of money in our lives
RE	Judaism Why was God important to Joseph?	Christianity Why is the Church important to Christians?	Christianity Bible stories about Jesus as a healer	Christianity Why was Jesus important?	Christianity Why are baptisms important to Christians?	Christianity Why are wedding important to Christians?

Long term plan Year 3

	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Teeth & Healthy Eating	Rocks, Fossils & Soil	Light & Shadows	Forces & Magnets	Plants	Assessments of skills & knowledge
Geography	Weather around the world		Investigating our local area		Rainforests around the world/ Our European Neighbours	
History			Changes in Britain from the Stone Age to the Iron Age		The Roman Empire and its impact on Britain AD 42 to AD 410	
PE	Dance/ Tag-Rugby	Athletics/ Tag-Rugby	Football/ Netball	Circuits/ Tennis	Yoga/ Tag-Rugby	Sports Day/ Rounders
Computing	Espresso Coding	I-Movie	Espresso Coding	Garage Band	Book Creator	Espresso Coding
DT/Art	Famous Pirate Paintings		Cave Art/ Printing Patterns		Rainforest Dioramas/ Collages	
Music	Composing Pirate Shanty's		Composing Caveman Raps		Performing Rain Dances	
French	Numbers/ Days of the Week	Classroom Commands/ Months	Uniform & Clothes	French Food & Drink	French Holidays	Revision of key language
PSHE	Making Choices about diet	Responsibility	Healthy relationships	Different types of relationships	Discuss and debate topical issues	
RE	Christianity What do Christians believe about God?	Christianity Why is prayer important to Christians?	Islam How do Muslims show that they belong?	Islam What do Muslims believe about angels?	Christianity What impact did Jesus have on his disciples?	Christianity What impact did Jesus have globally?

Long term plan Year 4

	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Science	States of matter	Sound	Animals, including humans (skeletons)	States of Matter/ Electricity	Electricity/ Living things & their habitats	Living things & their habitat
Geography	Continents & Oceans Invaders/ How and where do we spend our time?		Map work linked to History topic/ Extreme Earth		Romans- where they settled in the UK A country study	
History	Britain's settlement by Anglo- Saxons		The Vikings struggle for the kingdom of England and Edward the Confessor		Comparison of Anglo-Saxons & Vikings	
PE	Swimming/ Multi-skills	Swimming/ Hockey/Netball	Swimming/ Dance	Swimming/ Lacrosse	Athletics/ Tennis	Rounders/ Tennis
Computing	Espresso Coding		Espresso Coding		Espresso Coding	
DT/Art	Hot & Cold colours	Kandinsky	Line drawings	Illuminated letters	Symmetry/ translation	Picasso style paintings
Music	Singing	Sound effects	Adding music to story			
French	On the way to school	Where in the world is French spoken? On our travels	Weather & Numbers to 30	French Songs/ Likes and dislikes	Our sporting hobbies/ healthy eating	Our friends/ meet the animals
PSHE	Reflect on achievements	Listening to a range of views / Friendship	Emergency First Aid skills	Working collaboratively towards shared goals	Rules and laws	Resolving differences by looking at different points of view
RE	Islam Who was Muhammad and why was he important?	Islam Why is the Quran important to Muslims?	Christianity How is God described in the Bible?	Christianity How do Christians worship?	Sikhism Who was Guru Nanak and why is he important to Sikhs?	Sikhism How do Sikhs worship? How and what do Sikhs celebrate?

Long term plan Year 5

	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Earth & Space		Forces	Properties of Materials	Living things	Animals
Geography	Nepal- mountains & natural disasters. Learning about communities and events		Scotland & Africa- factors that affect weather & climate	Telford & Stevenson- Race to Holyhead Physical & Human Challenges Water	Conserving our local environment South America	
History	A local Tudor study – Little Morton Hall		Telford & Stevenson- the race to Holyhead		Indus Valley- an ancient civilisation study	
PE	Football/ Dance	Gymnastics/ Netball	Hockey/Dance	Gymnastics/ Basketball	Tennis/ Dance	Athletics/ Gymnastics
Computing	Internet Safety	Research skills	Espresso Coding/ iMovie		Espresso Coding/ iMovie	
DT/Art	Painting skills combining line & colour		Using drawing techniques to show movement/ direction		Indian Artists/ use print to build up pattern and colour	
Music	Working with Music 4 Life developing ability to play a musical instrument in an orchestra					
French	The Alphabet	Places in the locality/ Journey to school	Directions	Celebrations	Food likes and dislikes	Introducing and describing the planets
PSHE	Coping with change	Making the right choices	Begin to understand diversity in families	Keeping secrets- when is it ok?	Human Rights/ Responsibilities	Taking care of your body/ school nurse visits
RE	Islam- How do Muslims worship?	Islam- What values are important to Muslims?	Christianity Christian Values	Christianity Being part of a community	Christianity How do Christians show that they belong to God?	Hinduism What is God like for Hindus? How do Hindus worship?

Long term plan Year 6

	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Light	Living things & their habitats	Evolution & Inheritance	Animals & Humans	Electricity	
Geography	The Mountain Environment		Investigating Coasts & Rivers		Earning a Living	
History	WW2 in Europe & the Battle of Britain		Ancient Greece & the Olympics			
PE	Gymnastic/ Football/ Netball/ Hockey	Dance/ Football/ Netball/ Hockey	Gymnastics/ Tag-Rugby/ Lacrosse	Dance/ Cricket	Gymnastics/ Rounders	Dance/ Athletics
Computing	Coding- using variable/ Art Rage	Coding- object properties/ Book Creator	Lego Coding/ iMovie	Lego Coding/ Explain Everything	Coding/ Keynote presentations	Coding
DT/Art	Making Periscopes/ Pop Art	Making Anderson Shelters/ Propaganda Posters	Painting techniques/ combining colours	Using reflections & shadows in drawing	Digital Media- enhance pictures by editing	Take inspiration from notable artists
Music	Exploring structures	Exploring Patterns	Exploring the way music is used	Exploring ways to develop musical ideas	Exploring musical conventions	Exploring introductions and themes
French	The French Calendar/ months/ days/ time	A French School/ telling the time/ giving a tour around the school	Places in our town/ Then and now/ finding differences	A guide for Tourists/ Going to a French cafe	Regional foods/ choosing an ice-cream	Revision of key themes and transition to KS3
PSHE	People who help us stay healthy	Differences/ Similarities in people/ families	Strategies for Staying Safe Online	Strategies for Staying Safe on the roads	Being an active member of a community/ Enterprise	Role of Volunteers in the community/ transition to High School
RE	Judaism How do Jews live their lives?	Judaism How do Jews worship?	Christianity Where in a church do you see signs of salvation?	Christianity Christian Values What values do I think are important?	Christianity How do Christians use symbols to express their faith?	Hinduism How do Hindu scriptures help Hindus live their lives?