



## 1. WE BELIEVE

- The curriculum needs to :
  - enhance and enable learning,
  - promote high standards of literacy and numeracy
  - be broad and balanced
  - enable our children to develop their understanding of the world they live in
  - enable our children to be able to succeed when they transition to secondary school
  - develop a life long love of learning
  - promote the arts and sports
  - promote healthy life styles and good mental health
  - promote being a good citizen
  - promote the principles of equality
  - ensure that our Christian values are intrinsic to the daily life of the school
  - combine academic rigour with fun, sensitivity and prayerfulness
  - allow opportunities to reflect on the importance of personal belief
  - develop a sense of wonder, awe, curiosity and mystery
  - recognise, respect and celebrate cultural diversity
  - allow children to be creative, questioning and imaginative within a broad Christian framework that recognises the importance of experience, personal values and respect for the belief of others
  - promote British values

## 2. AIMS

- To support children in their learning.
- To ensure that all children can make maximum progress.
- To ensure that lesson planning is effectively supported through a relevant curriculum framework.
- To ensure that the curriculum is flexible and personalised enough to accommodate children at different stages of development within the same cohort
- To develop resilience in our children
- To develop independent learning skills
- To develop team working skills
- To develop the spiritual awareness of the children

## 3. THE VALUES THAT UNDERPIN OUR CURRICULUM

The Christian Values for Schools and British Values for Schools underpin our curriculum design.

We are building a school community based on the Christian Values of **Friendship**, **Thankfulness** and **Compassion**. These values must be present throughout all that we do in the school and as such should be a constant thread through the curriculum. The other Christian Values that weave through our curriculum are:

- Trust



# Curriculum

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- Hope
- Justice
- Reverence
- Forgiveness
- Koinonia – community
- Creation and Stewardship
- Wisdom
- Courage and Self Sacrifice
- Peace
- Agape – Love
- Humility
- Service

For details of how these can be built into the design of our curriculum see policy 105a Christian Values for Schools.

The British values that run through our curriculum are:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

For details of how these can be built into the design of our curriculum see “Promoting fundamental British values as part of SMSC in schools (2014)”

## 4. CURRICULUM AREAS

- The curriculum is everything that happens in school, whether planned or not. However, for this policy the curriculum is ‘the totality of all that is planned for children throughout their education.’ The planned curriculum consists of the following syllabus;
  - English
  - Mathematics
  - Science
  - Computing
  - Physical Education
  - Art
  - Music
  - History
  - Geography
  - Religious Education
  - Personal, Social, Health and Citizenship Education
  - Design and Technology
  - Modern Foreign Languages



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We follow the National Curriculum for all subjects, apart from RE, where we follow the local Agreed Syllabus with the addition of the Understanding Christianity resource pack.

See the individual subject policies for the skills to be taught at each age group.

## 5. EQUAL OPPORTUNITIES

The design of the curriculum is potentially discriminatory in that a child with a particular special need in English may not be able to demonstrate effectively a talent in another subject. Similarly, children with English as second language can potentially fail to demonstrate their full potential in the curriculum due to the nature of assessment and communication difficulties. Teachers must be alert to such difficulties and seek to overcome difficulties for individual children. Where a child is potentially failing to demonstrate his or her real potential in one subject because of difficulties in another the SENCO should be involved. Where necessary, advice from the English as an Additional Language Support Team should be sought.

Every opportunity to ensure a fair opportunity to succeed in National Tests is taken. Where appropriate, extra time, readers and recorders are applied for.

Refer also to the Equal Opportunities Policy and the Inclusion Policy.

## 6. POLICIES RELATED TO THIS POLICY

101 Writing	208 Equal Opportunities	301 Collective Worship
101a Spelling	209 Race Equality	302 Home Learning
101b Punctuation and Grammar	210 Accessibility Plan	303 Educational Visits
101c Speaking and Listening	211 Special Educational Needs	306 Drugs
101d Handwriting	212 English as an additional language	
102 Calculation	213 Assessment	
103 Science	214 Inclusion	
104 Design and Technology	215 Gifted and Talented	
105 Religious Education	217 Esafety and Internet use	
105a Christian Values for Schools	219 Data Protection	
106 History		
107 Geography		
108 Music		
109 Art		
110 Modern Foreign Languages		
111 PE		



111a Physical Activity		
112 PSHCE		
113 ICT		
114 Sex and Relationships		
116 Foundation Stage		
117 Assessment		
117 Planning		
119 Teaching and Learning		

## 6. CURRICULUM DESIGN PRINCIPLES

Our curriculum design is based on the following principles;

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Coherence
- Relevance
- Personalisation and choice.
- Flexibility

### Challenge and enjoyment

Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all.. At every stage, children should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children to sustain their efforts.

### Breadth

All children should have the opportunities for a broad range of experiences. Their learning should be planned and organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

### Progression

Children should experience continuous progression in their learning from 4 to 11 years. Each stage should build upon earlier knowledge and achievements. Children and young people should be able to progress at a rate, which meets their individual needs and aptitudes.



## Depth

There should be opportunities for children to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding.

## Coherence

Children's learning activities should combine to form a coherent experience. There should be clear links between different aspects of learning. Such links should be discussed with children in order to bring different strands of learning together.

## Relevance

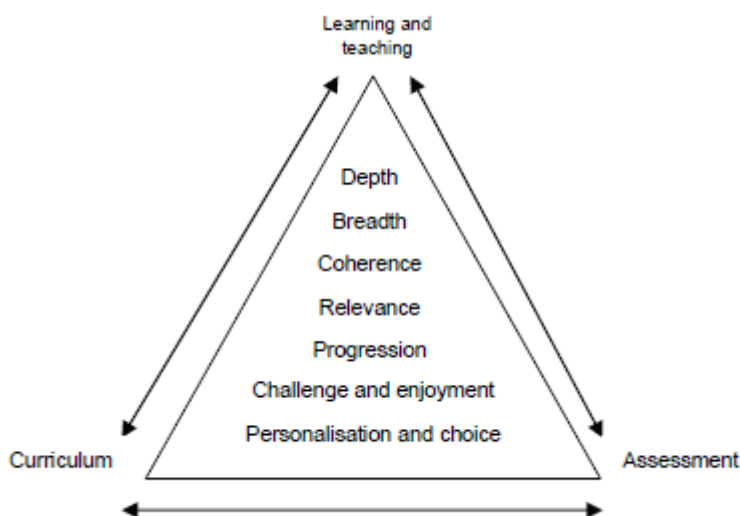
Children should understand the purpose of their learning and related activities. They should see the value of what they are learning and its relevance to their lives, present and future.

## Personalisation and choice

The learning planned for children should respond to their individual needs and support particular aptitudes and talents. It should provide opportunities for exercising responsible personal choice. Once children have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible.

## Flexibility

The curriculum needs to be flexible and adaptable to meet the needs of different cohorts and individuals. This flexibility could be in the amount of time given to an aspect of a subject, to how links are made between subjects and to children's lives, to be able to react to external events (e.g. Royal Wedding),



## 7. THE ROLE OF EDUCATIONAL VISITS

Memories of school Educational visits are among the most prominent of the formative years, largely because they are a welcome break in the routine for both children and



Leven CE (VC) Primary School

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teachers. While their purpose is essentially to educate, they can also be a fun bonding experience for everyone involved.

### **Reinforcement**

The visit can reinforce what a teacher has been instructing in class about a subject and help children understand the topic better.

### **Engagement**

Teachers turn visits into mobile classrooms, instructing children to collect data, then quizzing them or assigning a project based on what they learned during the outing.

### **Socialisation**

Taking children into a new environment gives them the experience of traveling in a group and teaches them to be respectful of the locations they visit.

### **Exposure**

Children get to visit a place to which they have never been before. This can be particularly advantageous to children who are less fortunate and do not have the opportunity to travel.

### **Curiosity**

Children who go on Educational visits find that they want to learn more about the subjects on which the visit focused.

### **Retention**

The type of memories that Educational visits create, called “episodic memories,” helps children retain information for longer periods.

## **Educational visits are important in many ways.**

Going on a Educational visit means more than simply leaving the school grounds. Educational visits should always have a major educational element, but the impact of Educational visits can extend much further. The importance of Educational visits includes giving children the chance to build closer bonds with their classmates, experience new environments and enjoy a day away from the classroom

### **New Sights**

When children and teachers are together outside the classroom, new educational environments and experiences are possible. Children may have the opportunity to observe many things that are not available at school, including exotic wildlife, rare plants and maybe even the stars if the Educational visit is to a planetarium. Discussing the Educational visit beforehand is wise because it allows children to know what they will experience during their time away from school

### **Bonding**

Getting away from the everyday atmosphere of the classroom gives children an opportunity to spend time with each other in a new environment. They may be able to connect on more of a personal level without the structure of the normal school day. Children may be able to spend much of the Educational visit day in small groups, observing, chatting and learning



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about each other. Having a Educational visit in the early part of the term is wise, since it will allow children to bond with classmates they may not know very well.

### Informal Learning Environment

Educational visits provide valuable educational opportunities away from the classroom, without using textbooks and other tools used in a normal school setting. Children on Educational visits can often learn while having fun in a more informal environment. If the Educational visit destination has staff members who do hands-on teaching with visiting children -- such as at a science centre or historical museum -- the children will be excited to learn from someone new

### Fun

No matter how much children learn during a Educational visit, their favourite memories may be based on their enjoyment of the day. Getting away from school for a day or even half a day is always exciting for children, and Educational visits are always highly anticipated. Children will have fun with their friends and they may return to the classroom with a renewed focus on their schoolwork.

### How Do Children Benefit from Educational visits?

Educational visits can give children exposure to places they might not otherwise visit.

Our school offers Educational visits for children to spend several hours or days outside of the classroom. Educational visits range from local visits to civic offices or businesses to residential, complete with overnight stays. Whatever their scope, Educational visits can offer many advantages to the children who take them.

### Perspective

Part of how children benefit from Educational visits is by gaining new perspectives on the world. This is especially true for more extensive Educational visits where children travel farther away from home. By coming into direct contact with a different environment or even a new culture or language, children can better understand their place in the community and develop an openness to differences in others.

### Variety

Educational visits also function to put some variety into otherwise regimented lesson plans. Instead of spending every day in the classroom, children get to learn in a new environment with new instructors. Educational visits also give children a chance to interact with children from other schools as they learn together or participate in group activities or sports.

### Learning Styles

Educational visits will often cater to more than one learning style, making them excellent teaching tools for children. Classroom lessons apply primarily to auditory learners, who learn best by listening. Visual learners can benefit from visual aids, which exist in the classroom, but are much more frequent during an Educational visit. Finally, for tactile learners, Educational visits offer an uncommon opportunity to perform hands-on learning.



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## **Classroom Supplement**

It is important for teachers to choose Educational visits that augment existing lesson plans and synchronise with classroom learning. An Educational visit that teachers choose for these reasons can serve to illustrate difficult concepts or extend a classroom lesson by giving information that is more specific. The specialists who lead school groups on Educational visits also may be able to provide professional insight from advanced study or direct experience that teachers could never provide alone.

Educational visits are educational experiences that allow children to apply their lessons to the real world. These visits tend to be the most memorable moments of a student's career.

## **Educational and Relaxing**

Children are more likely to learn on an Educational visit because their minds are relaxed. They are not worried about the competitive classroom setting.

## **Break from the Routine**

Children see Educational visits as extended playtime. Relevant Educational visits make a topic more enjoyable.

## **Exploring Spirituality**

Children have the chance to explore their own spirituality on Educational visits, be it awe and wonder at the Yorkshire Wildlife Park, or deeper questions about being on the Reaction days at Beverley and York Minsters.

## **Learn Something New**

There are facts that are not included in the textbooks that are fascinating to know. Many experts can share knowledge to further the learning process about your topic. Skills that are hard to teach and practice at school are often easier to do on a visit (e.g. rock climbing, fencing, abseiling).

## **Teaches Professionalism**

Teachers expect children to be on their best behaviour during Educational visits. This is a way to teach children how to act properly and show their manners in a professional setting. It enables the children to demonstrate the Christian values that underpin the life at school.

## **Enhanced Sense of Community**

If your Educational visit is to a local destination, children will gain a better understanding about their community. This sometimes boosts the children's interest in being an active citizen to help preserve what makes their community special.

## **Creates an Interest in New Professions**

Educational visits often involve a tour director or representative who leads the group. These representatives can give children insight into the careers that are available for those who are interested in that particular topic.

## **The Advantages of Educational visits.**

Visiting Historical places, watching wild life or learning from an expert are all possibilities for Educational visits that are stimulating and educational.





## **Real-World Experience**

Educational visits provide an opportunity for total immersion in the natural environment and social setting. On such visits, children practice their social skills and critical thinking abilities outside of the controlled class setting. Being able to ask experts about their particular area of study on the spot requires thinking. They are able to learn real-world lessons.

## **Classroom Inspiration**

Children who see, touch and smell historical relics, ancient artefacts and original sources of text becomes motivated to learn more in depth when they return to the classroom.

Educational visits stimulate learning beyond what textbooks and videos can provide to the learning environment. This is not to say that all Educational visits are equally stimulating, but those visits that are well-designed result in higher levels of academic achievement in every subject of study.

## **Connection to Community**

Visits allow our school to connect with the local community. It allows the children to become stakeholders in that community and to understand how other groups, such as the local churches, are also an important part of the community.

## **8. COMMUNICATING WITH PARENTS AND OTHER STAKEHOLDERS**

- Class teachers will produce a curriculum overview for their class each term. This will be emailed to parents and be placed on the school's website.
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