



**Weaverthorpe C of E Primary School**  
**Curriculum policy**

Adopted by: IEB  
Autumn1 2021

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## Vision and values

Psalm 23 'The Lord is my shepherd. He guides me in the right paths as he has promised.'

At Weaverthorpe School we are on a lifelong journey together. We look out for one another with **love**, **kindness** and **friendship** at the heart of what we do. We are creative in our teaching and learning and value our own community whilst learning and experiencing the world beyond it. We foster **courage** and resilience in all we do and are committed to a love of learning. We ensure that all are valued as we live and work together in our Christian family.

## Rationale

At Weaverthorpe C of E Primary School we are a welcoming rural school with a friendly Christian ethos, where learning is exciting, challenging and engaging and where children can reach their full potential. We embed our vision and values in all we do and this means through our curriculum we develop and establish a sound basis of knowledge onto which we build skills, attitudes, enjoyment and an ability to progress and develop in all areas of learning and attitude.

## Intent

At Weaverthorpe, we believe in Lifelong Learning. Therefore, our curriculum, which is shaped by our vision and values allows children to encounter and revisit their learning, on a journey through a broad range of subjects, based on the latest Cornerstones model. The model in turn builds on big ideas that form a series of multi-dimensional interconnected threads across the curriculum. Within a happy, safe and stimulating environment, underpinned by Christian values, our curriculum aims to provide opportunities for all our children to develop into successful lifelong learners, who make a positive contribution to their community and the wider society. We promote and celebrate ambition and aspiration in order that every child is equipped for life in our ever-changing world. Our curriculum is broad and balanced in order that it is inclusive to all of our children within the school community, regardless of ability and previous learning experiences.

### Principles:

Following our vision and values our curriculum will:

- Provide learning that is exciting, active, challenging and engaging; and where children can reach their full potential.
- Allow children to discover and nurture their potential and well-being within a happy, safe and stimulating environment.
- Encourage care, respect and celebration for themselves, all others and the environment in which they live and learn.
- Deliver high standards of teaching where children can develop questioning minds and skills for life-long learning.

### Our Christian values:

We will be:

- Respectful – we will show empathy towards each other and to respect all and their belongings.
- Good learners – we will demonstrate good learning behaviour and meet challenges in a positive way.
- Trustworthy – we will tell the truth and show that we can be relied upon.
- Kind, forgiving and patient – with ourselves and each other.
- Fit and healthy – we will know how to live healthy, active lives.

We will:

- Enjoy learning – we all want school to be good fun!
- Care for the environment - at school and in the wider world
- Have good manners
- Be confident and believe in ourselves.
- Become independent – as we learn.

Content:

We deliver programmes of study that meet the National Curriculum (2014) and EYFS 2021 requirements which consists of: -

- English
- Mathematics
- Science
- Religious Education
- History
- Geography
- Design & Technology
- Art
- Music
- Physical Education
- Computing
- Modern Foreign Language
- Personal, Social, Health Education (PSHE), including Social, Moral, Spiritual, Cultural (SMSC); British Values, and Relationship and Sex Education (RSE).

Social, Moral, Spiritual and Cultural with Fundamental British Values

Our curriculum will give children the opportunity to:

- Social - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict
- Moral - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views
- Spiritual - Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences
- Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity
- Democracy - Be part of a system where everyone plays an equal part
- Rule of law - Learn that all people and institutions are subject to and accountable for their actions and behaviour
- Individual liberty - Be free to express views or ideas
- Tolerance and respect - To respect and tolerate the opinions or behaviour of others

Relationships Education (Relationships, Sex and Health Education)

Our curriculum will give children the opportunity to:

- cover the themes and topics outlined in the schools PHSE policy
- cover the areas addressed in the school Relationships Education (RSE policy)
- follow the guidance outlined from Relationships Education, Relationships and Sex Education and Health Education guidance (2019)

[www.gov.uk/government/publications/relationships-education-relationships-and-sexeducation-rse-and-health-education/relationships-education-primary](http://www.gov.uk/government/publications/relationships-education-relationships-and-sexeducation-rse-and-health-education/relationships-education-primary)

addressing the areas of

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Online relationships
- Being safe
- Sex education

Further information on the National Curriculum can be found at

[www.gov.uk/government/collections/national-curriculum](http://www.gov.uk/government/collections/national-curriculum)

We recognise the importance of English, Maths and Science as core subjects and so, as well as specific emphasis being placed on these, teachers make as many cross-curricular links as possible in order to use the skills learnt in a wide range of contexts. Every subject within every project uses the skills of reading and as this is a key life skill we place particular emphasis on learning the skills of reading, through phonics, word recognition, context, comprehension and a wide and varied exposure to rich vocabulary.

Details of projects covered in all subjects can be found in the teachers' termly letters (see school website for further details)

We offer a wide range of curricular & extra-curricular opportunities including: -

- working with other schools
- sports competitions
- residential visits
- educational visits
- visiting experts
- after-school clubs

Curriculum threads:

Our values of love, kindness, friendship and courage help us to see and understand how we affect our world and the world affects us.

#### Humankind

Understanding what it means to be human and the cause and effect of human behaviour.

#### Processes

Understanding the many dynamic and physical processes that shape the world around us.

#### Creativity

Understanding how every day and exceptional creativity can inspire and change perceptions.

#### Investigation

Understanding the importance of asking questions, formulating hypotheses, gathering information and analysing evidence.

#### Materials

Understanding the unique and physical properties of all matter and how we interact with them.

#### Nature

Understanding the complexities and interdependence of the plant and animal species that inhabit the world's many ecosystems.

#### Place

Understanding the visual, cultural, social and environmental aspects of different places around the world.

#### Comparison

Understanding how and why things are the same or different.

## Significance

Understanding why significant people, places, events and inventions matter.

## Change

Understanding why and how things have changed over time.

## Implementation

- At Weaverthorpe School we believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential. Our EYFS (Early Years Foundation Stage) provision promotes active and exciting learning experiences for all children and a curriculum that meets the needs of all, inspiring a love of learning, preparing children for the next step in their education.
- Our EYFS curriculum covers the prime and specific areas, as well as focusing on the acquisition of a wide vocabulary, secure knowledge of phonics and early reading as well as early mathematical skills.
- A secure safe and happy childhood is important in its own right. A strong parent partnership will provide the foundation children need to make the most of their abilities and talents as they grow up. (EYFS 2021).
- As children commence their journey at Weaverthorpe, shaped by our vision and values, we begin to develop and nurture strong positive attitudes where children become proud and respectful of themselves, others and their environment.  
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- The whole school curriculum is designed not only to cover the EYFS (2021) and National Curriculum (2014) objectives but also to embrace our locality and explore the wider world. Wherever possible visits, visitors and other enrichment activities will underpin the children's learning.
- We teach our curriculum through a balance of identified subjects and projects taking historical, geographical or scientific themes as their starting point which excites, promotes and sustains children's interest through active learning.
- The content of our curriculum is sequenced to ensure that components of knowledge lead to conceptual understanding and the development of key skills. We ensure children's knowledge, understanding and skills progress and develop by using our curriculum planning for each project as well as the expertise of our staff and subject leaders, making links wherever possible across the curriculum.
- This also promotes problem solving, creativity, communication and reasoning and fosters children's natural curiosity.
- Activity and interaction play a key part in our learning ensuring we maintain focus and concentration; convert our learning to long-term memory and supports our mental health and well-being.
- We aim to ensure every project starts with a memorable experience.
- We believe that the school/parent relationship is important in promoting learning and crucial in ensuring children make the best possible progress. Pupils will have opportunities to share their learning with each other, their parents and carers and other learners through Learning Together events, celebration assemblies, homework, performances, parents' evenings, forums, competitions and events involving other schools.
- There are opportunities that enable children to reflect on and evaluate their learning.
- Our curriculum planning ensures that we have practical coverage of the National Curriculum (2014) and enables teachers to evaluate the application of skills, check understanding and inform future teaching.
- Our curriculum is inclusive of all. The more able are challenged further in their learning to extend their knowledge and skills and children who find aspects of their learning more

difficult are appropriately supported so that they too are able to experience success, whilst building their skills and resilience to learn more.

- Those children with Special Educational Needs and Disabilities (SEND) have access to the same curriculum as all other pupils. Each child has a voice and is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.
- We review and revise, as and when appropriate, the projects and approaches we are using to deliver the curriculum.
- At the end of each term teachers assess, in line with national standards and benchmarks, all children against the age-related expectations in reading, writing and maths. Teachers make end of term judgements for all other subjects.
- The curriculum is underpinned by the school's Christian values and our British values. These are taught through areas of the curriculum, including Collective Worship. The threads running through each project reflect and support our values.
- The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum, giving their lives meaning and value, and developing their respect, responsibility and reverence for themselves and our world.
- All subjects are taught in two mixed ability classes across the school. (Nursery – Year 2), (Year 3 – Year 6)
- In all year groups there are small group targeted interventions in order to support pupils in gaining the key skills to become successful readers, writers and mathematicians.
- A sports coach supports the implementation of physical education once a week.
- After school clubs and events extend these opportunities further.
- The outdoor environment and the local community are considered an opportunity for active learning for all our pupils.

## General Principles

Our curriculum will give children the opportunity to:

- explore the breadth and depth of the national curriculum
- learn within a coherent and progressive framework
- develop a rich and deep subject knowledge
- develop new skills through a variety of interesting contexts
- develop and demonstrate their creativity
- experience the challenge and enjoyment of learning
- understand the purpose and value of their learning and see its relevance to their past, present and future
- see clear links between different aspects of their learning

## Well-Being

Our curriculum will give children the opportunity to:

- develop self-esteem and confidence in their abilities
- learn in a stimulating yet peaceful and supportive environment
- learn how to respect themselves and others
- follow their own interests and be themselves
- reflect and think mindfully about their learning
- recognise that people are good at different things and know their own strengths
- work in a range of groups and settings
- know how to build respectful friendships and relationships

## Pupil Voice

Our curriculum will give children the opportunity to:

- make a positive contribution to the school, the community and the wider world
- explore ways of becoming an active, tolerant and informed citizen
- say what they like and dislike about their learning and how they can develop and improve
- take part actively in age-appropriate discussions
- make informed and pertinent choices about things that are important to them
- take part in democratic activities across the curriculum
- contribute to planning and developing their own learning
- express their opinions appropriately on a range of different projects and issues

## Enrichment

We will enrich our curriculum by:

- providing on and off-site subject or project related activities
- offering opportunities for children to learn outdoors
- developing partnerships with external providers that extend children's opportunities for learning
- holding specialist curriculum days or weeks as well as whole school projects and approaches
- welcoming parents/carers and family members to take part in children's learning and experiences
- using quality resources in and out of the classroom

## Impact

The children will leave our school having made positive progress within their academic and personal development and will aspire to achieve at least age-related expectations.

Children will leave Weaverthorpe as kind, friendly, loving and courageous life-long learners. They will know, care about and have respect for their community, locality and the wider world. They will be aware of the opportunities available to them and be prepared to strive and aspire to take advantage of them. They will move forward in their education with confidence and resilience, and meet challenges in a positive way. They will be ready for their next stage of learning.

## Monitoring and Assessment

We believe that regular assessment of our children's progress is crucial to lesson planning and providing the best possible learning opportunities for our children. The results of these are provided in school reports and at parents' evenings. The school has an open-door policy: parents are always welcomed to meet with class teachers to look at work and discuss any issues relating to their child(ren).

Assessment for learning is well established throughout the school with the use of questioning, observation and intervention marking. At the end of each term teachers assess, in line with national standards and benchmarks, all children against the age-related expectations in reading, writing and maths. Teachers make end of term judgements for all other subjects. Statutory assessments take place in Reception (Baseline assessment) & KS2 (the end of Year 6). Individual teachers are given responsibility as English and Maths Leaders and, with the Assistant Head and Head Teacher, plan and disseminate a cross-school strategy and monitor subjects through:

- Learning walks
- Book scrutiny
- Lesson observations
- Staff meetings
- Planning reviews

- Pupil progress meetings.

Governors also have specific responsibilities for ensuring that they understand the curriculum and that the children access an ambitious, broad and balanced curriculum that meets statutory requirements. The link governor, with specific responsibility for the curriculum, liaises with the Assistant Headteacher to review and monitor the effectiveness of the curriculum.

### Links to other policies

- Behaviour policy
- Early Years foundation stage policy
- Educational visits policy
- On-line safety policy
- Feedback and marking policy
- Homework policy
- PSHE policy
- RSE policy
- Inclusion policy
- SEND policy
- Equalities and Diversity policy
- Accessibility policy and plan