

Orleans Primary School

Curriculum Policy



Governor's Committee Responsible	Quality and Standards
Status	Non Statutory
Review Cycle	3 Yearly
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Signature Headteacher:

Date:

Signature Chair of Q&S Committee

Date:

Our Vision – ‘A love of learning, for life, for all’

At Orleans Primary School, we aim to provide a happy, stimulating and secure community for every child. This, in conjunction with a rich and challenging learning experience, will ensure that all children reach their full potential, both emotionally and physically, and are completely prepared to take their place in our diverse world.

Policy Statement

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](#).

This policy should be read in conjunction with our:

- Learning and Teaching Policy
- PSHE and SMSC Policy
- Home Learning Policy
- Gifted and Talented Policy
- Special Educational Needs Policy
- Single Equality Policy
- Assessment Policy

Intent, Implementation and Impact of our curriculum

At Orleans Primary School, we facilitate a broad and balanced curriculum through enhancing the requirements of the National Curriculum, making it unique to our school and our pupils. Through planning an extensive range of experiences and opportunities, we extend pupils understanding of themselves as learners and the changing complex world in which they live. Through whole school input into our well-planned curriculum, pupils’ knowledge and skills are strategically developed with the aim of pupils having a depth of understanding and achieving mastery in their learning. Through this we believe, they are well prepared for the next stage of their learning, including the transition to the next Key Stage. At our school, we have a strong emphasis on the development of attitudes and values in parallel with the formal curriculum in order to develop a lifelong love of learning and the moral compass to guide pupils. At Orleans Primary School, we see each stage of a pupil’s education as the building blocks for the next.

We believe that effective learning takes place where there is considerable emphasis on active involvement, opportunities to talk imaginatively, expressively and to explain and clarify thinking. A whole school curriculum review was carried out in March 2018, which identified areas of strength and areas for focus and development. The impact of this is that it has ensured meaningful connections across subjects.

Our Curriculum aims to:

- Provide a broad and balanced education for all pupils enabling children to develop a wide range of interests.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development including respect for themselves and others, and enable them to understand the local, national and global context of the world we live in.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning, inspiring lively, independent, enquiring minds who are creative, critical thinkers.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.
- Develop pupils' ability to communicate effectively, both orally and in writing.
- Allow pupils to express themselves creatively and enjoy the creativity of others.
- Ensure pupils are prepared for the opportunities and responsibilities of life in a changing world.
- Support pupils in setting high personal standards of achievement and valuing excellence.
- Reflect recent research and best practice in learning and teaching.

Through our curriculum, we actively promote British Values of Democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern Britain. We also provide opportunities for our pupils to learn about the contributions of Britons to innovation, excellence and changes to the world.

We plan our curriculum in three phases: Long-term (Curriculum Overview, both for individual subjects throughout the school and through Year Group Curriculum Maps), medium-term (Objectives for each session within the unit) and short-term plans (flip-charts).

We review our long-term planning on an annual basis to ensure that our curriculum is building towards our agreed end points for all pupils and that there is cohesion across the school to enable all pupils to build on prior knowledge and make strong links across their learning.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Foundation subjects are based on skills development. This is the culmination of work done since the introduction of the new National Curriculum in 2014. Staff are supported by Subject Leaders who provide clear direction to their areas, review planning and monitoring the impact of the teaching. Strong subject leadership is embedded in the culture of the school with leaders having the opportunity for strategically planned professional development; this provides outstanding leadership for individual subjects as well as ensuring succession planning is in place. Orleans Primary School is taking a leading role in working with other schools in the local area to further enhance this and share good practice.

Our short-term plans are those that our teachers produce on a weekly or daily basis. These take the form of an interactive Flip Chart accompanied by an overview of the lesson. We use these to set out the learning

objectives for each session and to identify groups and individuals, including those with SEN, EAL or disadvantaged pupils, who may need additional support or resources to make the best possible progress. This method of planning is highly effective whilst also contributing to improving teachers' work-life balance.

Teachers use assessment to help pupils embed knowledge and to plan for their next steps in learning. Assessment is carried out throughout lessons, when marking and reviewing learning and in summative tests. Teachers, subject leaders and Senior Leaders use the data to inform priorities and next steps for individuals and groups of pupils.

The Early Years Curriculum

In Nursery and Reception, we follow the Early Years Statutory Framework (DFE 2017)

https://www.foundationyears.org.uk/files/2017/03/eyfs_statutory_framework_2017.pdf

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

This framework specifies the requirement for Learning and Development in the Early Years and provides specific areas of learning which we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development.
- Physical Development.
- Communication and Language Development.
- Literacy.
- Maths.
- Understanding the World and Expressive.
- Arts and Design.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the nursery and reception classes build on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first term in the nursery and reception classes, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress termly and at the end of the year.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. This is supported through the use of Tapestry to capture moments of pupils' learning both at home and at school whilst also tracking progress over time.

The Curriculum in Key Stage One and Two

In Year 1, 2,3,4,5 and 6 we follow the National Curriculum programmes of study.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

English:

We aim to ensure that all children foster a love of reading and writing in order to prepare children for the next phase of their education. We teach English through dedicated 'English' lessons across the school, ensuring that we make as many cross-curricular links as possible so that skills are developed across the curriculum. The discrete English lessons are presented in formats that are appropriate to the age and learning stages of the pupils, meaning that they have lessons specifically planned and tailored to their needs.

Early Years Foundation Stage

In the Early Years Foundation Stage there is a great emphasis on speaking and listening as well as phonics. Children have daily English sessions during which phonics, handwriting and reading are taught. Work is planned around high quality, exciting texts (such as Beegu and Elmer) which inspire reading, speaking and writing.

Key Stage 1

In Key Stage 1 all pupils have daily phonics sessions as well as a daily English lesson. Speaking and listening, Reading and Writing are incorporated in to each English lesson, allowing the children to develop the skills needed to become confident readers and writers who can write for a range of different purposes and audiences. Lessons are planned around high-quality texts, building opportunities to plan, draft, edit and publish.

Lower Key Stage 2

Lower Key Stage 2 classes also have dedicated English lessons that involve text, word and sentence level work based around a high-quality text. Children learn about different genres of writing through these texts and teachers plan activities around them to suit the needs of different genres. Children regularly receive feedback through marking and editing (shared and independent) in order to help them gain the skills they need in order to progress. They build on their skills and knowledge in SPaG lessons which are linked to the class text as much as possible in order to provide contextualised learning (although some discrete SPaG sessions may still need be delivered in order to ensure subject coverage).

Upper Key Stage 2

Upper Key Stage 2 classes have dedicated English lessons in ability groups to ensure that they have targeted support, where they need, in punctuation, grammar and spelling (SPAG). Continuing with the success of previous years, Upper Key Stage 2 work around a core text and teachers plan a variety of writing genres and outcomes to meet the needs of the learning groups. Emphasis is placed on the whole writing process - planning, drafting, editing and publishing so that children develop the key skills needed for writing and becoming confident in a variety of text types.

Maths:

Our curriculum for mathematics has been designed to raise standards in maths, with the aim that the large majority of pupils will achieve mastery of the subject.

The content and principles underpinning changes to the 2014 mathematics curriculum reflect those found in high performing education systems internationally. Though there are many differences between the education systems of England and those around the world, we can learn from the 'mastery' approach to teaching commonly followed in these countries. Certain principles and features characterise this approach here at Orleans:

- Teachers reinforce an expectation that all pupils are capable of achieving high standards in mathematics.
- The large majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts in tandem.
- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.

The intention of these approaches at Orleans is to provide all children with full access to the curriculum, enabling them to achieve confidence and competence – 'mastery' – in mathematics, rather than many failing to develop the maths skills they need for the future. When we were young we may have experienced a narrow version of mathematics, centred round correct computation using standard algorithms and therefore many of us now lack enjoyment and confidence, or are unable to successfully use mathematical skills in our daily lives. At Orleans, it is our vision that pupils develop a love of mathematics and life-long skills.

We aim to ensure that all children:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that they have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Key features of the mastery approach at Orleans Primary School

Curriculum design for maths

A detailed, structured curriculum is mapped out across all phases, ensuring continuity and supporting transition. Our mastery curriculum is designed in relatively small, carefully sequenced steps, which must each be mastered before pupils move to the next stage. Fundamental skills and knowledge are secured first. This entails focusing on curriculum content in considerable depth at early stages.

Early Years Foundation Stage

The principal focus of mathematics teaching in Early Years is to provide children with opportunities to practise and improve their skills in counting numbers (1-20), calculating simple addition and subtraction problems and describing shapes, spaces, and measures.

Key Stage 1

The principal focus of mathematics teaching in Key Stage 1 is to ensure that children develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, words and the four operations, including with practical resources (e.g. concrete objects and measuring tools).

Lower Key Stage 2 – Years 3-4

The principal focus of mathematics teaching in lower Key Stage 2 is to ensure that children become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that children develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, children should develop their ability to solve a range of problems, including with simple fractions and decimal place value.

Upper Key Stage 2 – Years 5-6

The principal focus of mathematics teaching in upper Key Stage 2 is to ensure that children extend their understanding of the number system and place value to include larger integers. This should develop the connections that children make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, children should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, children are introduced to the language of algebra as a means for solving a variety of problems.

By the end of Year 6, children should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Please see our website for each year group's termly topic plans. These are used as guidance for sequencing topics throughout the year but in some cases, classes may be at a slightly different point during the year if teachers feel that more/less time is needed on a particular topic. This judgement is made from assessment of children's progress throughout the topic.

Teaching resources for maths

A coherent programme of high quality curriculum materials is used to support classroom teaching. Concrete and pictorial representations are chosen carefully to help build procedural and conceptual knowledge together. In our classrooms throughout the school, you will see pupils using resources such as dienes, place value counters, number beads, Numicon and part-whole models. Activities are structured with great care to build deep conceptual knowledge alongside developing procedural fluency. The focus is on the development of deep structural knowledge and the ability to make connections. Making connections in mathematics deepens knowledge of concepts and procedures, ensures what is learnt is sustained over time, and cuts down the time required to assimilate and master later concepts and techniques.

Pupil support and differentiation

Taking a mastery approach, differentiation occurs in the support and intervention provided to different pupils, not in the topics taught, particularly at earlier stages. There is no differentiation in content taught, but the questioning and scaffolding individual pupils receive in class as they work through problems will differ, with higher attainers challenged through more demanding problems which deepen their knowledge of the same content. Pupils' difficulties and misconceptions are identified and addressed with intervention – through individual or small group support later the same day (Same Day Intervention), during 'Pre-teaching' before school, or within daily 'Maths Meetings' which are short 10-15 minute sessions outside of the daily Maths lesson used to consolidate key skills.

Fluency and key skills

Fluency comes from deep knowledge and practice. At Orleans, we support pupils' fluency development through structured approaches, including our 'Key Instant Recall Facts' and Times Table Programmes. At early stages, explicit learning of multiplication tables is important in the journey towards fluency and contributes to quick and efficient mental calculation. The introduction of Times Table Rockstars alongside our own times table awards programme, allows pupils to feel motivated and inspired to learn key facts in a fun and engaging way. Practice leads to other number facts becoming second nature. Starting with simple doubling and the bonds of 10 through to negative numbers, estimating decimals and percentage discounts. The ability to recall facts from long term memory and manipulate them to work out other facts is very important and so with this in mind, each year group focuses on one 'Key Instant Recall Fact' each half term. Further details of these facts and ways to support your child at home with these can be found on our website.

Art:

Art has a very important place in our curriculum. We strive to make art engaging, inspiring whilst providing appropriate level of challenge for the children. At Orleans, we see art as a way of providing opportunities for creativity and individual expression and facilitating opportunities for collaborative work. Throughout the whole school, children focus on a range of great artists by exploring and interpreting their work, to find inspiration for their own masterpieces.

Early Years Foundation Stage

Art and DT are broken down into two aspects: Exploring and Using Media and Materials Being Imaginative. The children will experiment with different media producing self-portraits, still life images and developing their independent drawing skills. We look at various artists throughout the year such as Picasso, Monet, Kandinsky and Giuseppe Arcimboldo and by exploring and interpreting their work, to find inspiration for their own masterpieces.

Key Stage 1

Children learn about using a variety of media and learn about famous artists such as Picasso through the topics of 'Self Portraits' and 'Mother Nature'. Skills such as weaving and creating sculpture are learnt and a focus on 'Pattern' develops the children's creativity.

KS2

The theme of 'Pattern' and 'Famous Artists' is developed in textiles and in still life painting . In Y6, children develop their skills further by exploring how to include the additional detail of movement in their topic 'People in Action'. They are taught to improve their art and design techniques through drawing, painting and sculpture using a range of materials.

Design and Technology:

Design Technology within our curriculum aims to teach and enhance a number of skills. Our curriculum is designed to develop and build on these skills as the children progress through our school. Children are encouraged to be creative and use their initiative and are actively encouraged to think about important issues such as sustainability and enterprise. They study design, materials, structure, mechanisms and electrical control.

Throughout both Key Stages, children also learn about the importance of eating healthy food and make a variety of snacks and dishes, ranging from 'Healthy Party Food' and 'Making Sandwiches' through to 'Making Bread'.

Early Years Foundation Stage

Art and DT are broken down into two aspects: Exploring and Using Media and Materials Being Imaginative. The children will experiment with media and materials finding out about their properties, modifying, and manipulating them. It includes exploring sounds, patterns, movement and different tools and techniques producing some amazing models.

Key Stage 1

KS1 explore topics such as 'Weaving' and 'Puppet Making'. In KS2 these skills are then progressed and developed, within the topics of 'Story Books', 'Moving Toys', 'Talking Textiles' and in year 6, 'Bridge Building'. Children learn about the mechanics of moving parts in a fun, practical way and create cards and vehicles with support.

Key Stage 2

These skills then progress in KS2 where children incorporate their knowledge of electricity and learn to design and make something that will shine light. In Y6, this is progressed further when children will be introduced to computer control. Crafts such as textiles and construction are included in the skills that are developed by the children.

Humanities:

Humanities in the Early Years

Children are developing the crucial knowledge, skills and understanding that help them to make sense of the world, in historical and geographical ways. The specific area of learning within the Early Years Curriculum that

covers Humanities topics is called Understanding of the world. History and Geography are taught in the Foundation Stage via the following themes.

People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

KS1 and KS2

The Humanities topics are taught through the Enquiry Process. Each topic has a Key Question and lessons are taught via ancillary questions, which are targeted to support the children into building up their knowledge and skills to answer the Key Question.

Geography:

In Year 1, the focus of their geography is rooted in the UK, starting with the geography of where they live. They progress into the physical and human geographical features of the seaside and look into how the weather affects our lives. In Year 2, the children answer the question of sustainability by looking at where our food comes from. In addition, they also concentrate on the contrasting localities of Antarctica and Kampong Ayer, with comparisons to our local area. The human and physical features of the Local Area are a focus for Year 3. They also study the differences between deserts and jungles, as well as why people live in megacities. In Year 4, children look at ways to live more sustainably with a specific focus on water. Physical geography is considered throughout a topic about Earthquakes and they also study the characteristics of the state of Florida. In Year 5, they study how the features of Rivers have shaped our country. They also look at how mountains and volcanos can also shape our environment and our lives. Finally, in Year 6, they look at how climate change is affecting our world. They also study Fair Trade and the significance of Britain's National Parks.

History:

In Year 1, they investigate the themes of Toys, Homes and Explorers in the past to further develop their historical understanding from beyond their own past. People and Events become a focus in Year 2 with topics about Florence Nightingale and Mary Seacole and how The Great Fire of London changed the city forever. They also look at how Britain was shaped by the building of Castles. In Year 3, the children study the lives of the Ancient Egyptians and how this compares to what was happening in Britain. They also focus on how Britain was changed by the Romans after their invasion. In Year 4, the children continue to build up their historical understanding by learning about important places and events. This is through topics about Hampton Court and The Battle of Britain. In Year 5, they study how human life changed throughout the period of Prehistoric Britain. They continue to focus on how Britain changed through the invasions of the Anglo Saxons and the Vikings. Finally, in Year 6, they discover how the Ancient Greeks have affected their own lives today. They also look at whether the Mayans were a peaceful civilisation and the reasons for this.

Modern Foreign Languages:

An appreciation of both the country and the culture of our chosen language is a key part of teaching MFL at Orleans. French is taught once a week by a specialist teacher but children are encouraged to practise their language skills on an on-going basis. We recognise and celebrate French throughout the school year during assemblies, special days and celebration of native speakers in our school community.

Early Years Foundation Stage

In the Early years, languages are not taught through a specific programme. However, we recognise and celebrate French, Spanish and other languages throughout the school year during assemblies, special days and celebration of native speakers in our class.

Key Stage 1

Children are introduced to French and are taught the basics of the language through songs and games. Children learn to introduce themselves, how to count to ten and basic classroom commands. Lessons are taught in French to fully immerse the children in the language. In order to support the children with this, visual prompts, videos and actions are shown and taught in-line with the language. Children not only learn about the language but are introduced to French culture. By the end of KS1, children can engage in simple conversations with their peers and teachers.

Key Stage 2

French continues to be taught through interactive activities, songs and gestures. Lessons continue to be fully taught in French to immerse them in the language. Children are expected to ask questions and respond in French to quickly develop their vocabulary and conversational language. Children gain a deeper understanding of the value of learning a second language, by looking at areas of language that can be used when visiting France such as weather, money, food and drinks. Celebration and exploration of French culture continues through exploring various festivals and traditions. By the end of Year 6 children are confident in their language skills and are ready for the next chapter in their learning.

Science:

Science is a vibrant subject at Orleans Primary School about which we are incredibly passionate. Through high-quality science teaching, we aim to help our pupils understand how major scientific ideas have played a vital role in society. Moreover, we aim to prepare our pupils for life in an increasingly scientific and technological world.

Early Years Foundation Stage

In the Early Years, the children will start to gain the science knowledge that they will build on throughout their primary school years, such as developing their skills of observation, prediction, critical thinking and discussion. We explore different topics such as floating and sinking, habitats, electricity and the human body.

Key Stage 1 and Key Stage 2

Our curriculum provides a rich variety of topics that cover all the core scientific disciplines and contexts that the children can relate to their everyday lives. Each week the children are posed a key question or context from which they generate their own scientific lines of enquiry. They will then explore this question using a variety of investigative skills, engaging and becoming more familiar with each of the elements of the scientific method as they progress through the school. These include skills such as generating their own lines of enquiry, making predictions, analysing results, observing changes over time, collecting results in a variety of ways, drawing conclusions from their observations and evaluating their own method and the reliability of their results.

Computing:

The computing curriculum at Orleans Primary school aims to provide pupils with the skills and knowledge of computer science, digital literacy and online safety. These skills are embedded across the curriculum to enhance learning and develop application of computational skills.

Early Years Foundation Stage

Pupils are provided with a range of opportunities in the continuous provision such as laptops, children's tablet, recordable devices and radio controlled toys with age appropriate software to develop their early computing skills. These skills include; using a keyboard, mouse and accessing different programmes with confidence.

Key Stage 1

Pupils are taught to use technology responsibly and purposefully to create, organise, store, manipulate and retrieve digital content. They create and debug programmes using simple algorithms, predicting the outcome based on the input.

Key Stage 2

Pupils continue to build these skills as well as developing their understanding of computer networks. They use a variety of software and hardware to create their own content, including collecting, analysing, evaluating and presenting data and information.

Lessons are planned to meet the requirements of the National Curriculum for all pupils through engaging, practical and hands on activities. In addition to this, there is a focus on educating pupils to be responsible and safe users online. They develop their digital resilience to deal with the demands of the online world and embrace new developments in technology.

Religious Education:

At Orleans Primary School, we aim to provide a religious education that "...provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human." (Religious education in English schools: Non-statutory guidance 2010)

When planning Religious Education we follow the local SACRE guidance developed in Richmond-Upon-Thames.

Early Years Foundation Stage

R.E. is taught through topics based upon children's own lives and their own experiences in line with the seven key areas of learning within the Early Years curriculum. Throughout the year, we look at a range of celebrations e.g. Christmas, Hannukah, Chinese New Year and Easter and compare these with our own celebrations at home.

Key Stage 1 and Key Stage 2

At Orleans Primary, the children are taught to understand and respect the importance of religious beliefs in the world around them and they are encouraged to celebrate the things that make us unique. In the infants and juniors the children learn about major world faiths and have the opportunity to visit places of worship to further develop their curiosity and understanding of people with different beliefs. We encourage children to use and develop their skills in R.E. and to question ideas and beliefs reflectively. We aim to ensure that the R.E. curriculum is challenging, dynamic and relevant to pupils of all ages.

Although we are not a church school, there is an emphasis on Christianity as outlined in the SACRE document and to support this we have regular visitors from St. Stephen's Church who deliver assemblies to the children. Every year the children learn about major Christian festivals such as Harvest, Christmas and Easter. During our teaching of the major world faiths we also ensure that we celebrate festivals that are important to the children we teach and we encourage and support pupils to organise and deliver assemblies, especially in upper key stage two.

As with all subjects at Orleans Primary School, progress in RE is tracked by teachers to ensure that the children are developing the knowledge and skills required to tackle the subject at greater depth and with increasing confidence.

We appreciate that "RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally." (Religious education in English schools: Non-statutory guidance 2010). With this in mind, teachers are encouraged to make links between RE and the other subjects that are taught but especially PSHE, our school values and the Rights Respecting scheme that is being developed within our school.

PSHE:

Personal, Social, Health Education and Citizenship are integral parts of our school curriculum forming part of our SMSC provision at Orleans. We believe that the personal, social and health development of each child has a significant role in their ability to learn. We value the importance of PSHE in preparing children for the opportunities, responsibilities and experiences of adult life. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. Our overarching aims and objectives for our pupils are to provide them with a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development of our children and of society. Our PSHE curriculum encourages children to become confident individuals who are able to make informed decisions about their health, environmental and social issues. It helps to give children the knowledge and skills they need to lead

confident, healthy and independent lives whilst promoting pupil's health and well-being. Through the PSHE curriculum, children learn about their own relationships and how these fit in with their communities and the wider world. Our PSHE and SMSC lessons encapsulate the requirements of the DFE for all schools 'to promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.'

The PSHE curriculum is planned in accordance with the Barnet School Wellbeing Programme which can be found on our school website <http://www.orleans.richmond.sch.uk/page/?title=Curriculum&pid=140>. Each year group covers the three overlapping and linked core themes of; Health and wellbeing, Relationships and Living in the Wider World. Within these themes, specific topics are taught such as SRE, Economic wellbeing, and Becoming a responsible citizen.

Physical Education and Sport:

At Orleans Primary School we want to develop a love of sport and being active that will stay with our pupils for a lifetime. We understand the importance of being physically active and the impact this can have on a person's physical and mental health. At Orleans we strive to put in place the building blocks to ensure pupils develop the habits to live an active and healthy life.

All pupils receive high quality, well-planned PE delivered by confident and well-trained teachers. We aim to engage and inspire all pupils to learn new skills, be confident and enjoy sports at our school. Where appropriate, we employ a range of sports coaches to help us to achieve this aim whilst upskilling teachers for the future. Through the curriculum, children are offered a varied selection of sports at Orleans including orienteering, rugby, hockey, netball, football, cricket, tennis, dance, gymnastics and basketball. Lessons take place in both in school and in Marble Hill Park. In Year 3, children also participate in swimming lessons, led by qualified swimming teachers at Isleworth Swimming Pool.

A rich and varied programme of extra-curricular sporting activities is planned to take place throughout the year and are led by local providers who are experts in their area.

At Orleans, we hold annual sports days for all pupils from Nursery to Year 6. The children take part in a variety of events that are physical and many of them help to develop teamwork. In the Key Stage 2 sports day this culminates in traditional competitive races.

Below is a list of some of the initiatives and events that take place during the year as part of aim to increase physical activity and fitness in school.

- Lunch time sports clubs
- Afterschool sports clubs
- Sports Day
- Swimming lessons with qualified swimming instructors
- Lunch time competitions
- National Sports Week
- Targeted additional physical activity
- Weekly Mile

- Team competitions both in school and with other local schools.

Inclusion

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

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)
- Mid-year arrivals

Teachers will plan lessons so that pupils 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 pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils 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.

Children with special needs:

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. We differentiate the curriculum carefully and we will adapt it to meet the needs of individual children when appropriate.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements, set out in the SEN Code of Practice, in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide resources and educational opportunities that meet the child's needs within the normal class organisation. If a child's need is more severe, we involve the appropriate external agencies

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Training and Professional Development for Subject Leaders:

At Orleans we take work hard to ensure that Subject Leaders have training which empowers them to lead their subject to a high standard, giving them an in-depth knowledge and understanding of their specialist curriculum

area. Regular in-house training takes place, where experienced subject leaders mentor new or less experienced members of staff to share knowledge, skills and leadership strategies. Subject Leaders also attend the Achieving for Children Subject Network meetings each term and bring back good practice into school via staff meetings. Each member of staff who leads a subject is responsible for managing an associated budget and ensuring value for money.

Extra-Curricular Activities:

During the year, we run a wide variety of clubs that are thoroughly enjoyed by the pupils and we hope that each child will join at least one during the year. Clubs are provided to encourage pupils to try new activities which they may choose to build on once they have completed the club. Children are encouraged to share their successes in a club within school. We target disadvantaged pupils to ensure they have the opportunity to attend clubs through subsidised places.

Monitoring the Curriculum

Governors

The Governors of Orleans Primary School play a key role in monitoring the quality of the curriculum and the overall experience that the children receive. Specifically, they do this through;

- Monitoring the teaching time for each area of the curriculum
- Ensuring that the school is providing a broad and balanced curriculum for all pupils; including cultural education,
- Monitor the provision for effective Sex and Relationships Education
- Be aware of how the school is planning and spending the School Sports Premium
- To ensure that all curriculum policies are in place and practice reflects the policies
- Naming an individual Governor to oversee the provision for pupils with SEN in line with the SEND Code of Practice 2015
- Monitoring the impact of the curriculum on outcomes for all pupils and specifically disadvantaged pupils and pupils with SEND

Pupil Voice and Parental Input

At Orleans, we value the input and views of both pupils and parents. Through our annual Curriculum, Feedback and Marking survey with pupils and our annual parent survey we actively seek both pupil and parent opinions and utilise these as part of our curriculum review.

Policy Reviewed January 2019

Policy Due for Renewal November 2019