



**Elston Hall Learning Trust**  
**Edward the Elder Primary**  
**School**

**Foundation Curriculum**  
**Policy**

Policy created / reviewed by:	Mrs B Highman
Approved by:	Mrs L Dollery
Reviewed on:	September 2024
Next Review due:	September 2025

This policy sets out Elston Hall Learning Trust's approach to the foundation subjects, which are listed below. Please see our English, Maths and Science policies for more information on how we teach the core subjects.

### **Contents:**

1. [Context and Trust vision](#)
2. [Curriculum intent](#)
3. [Curriculum implementation:](#)
  - a. [Legislation and guidance](#)
  - b. [Thematic curriculum](#)
  - c. [Planning](#)
  - d. [Inclusion](#)
  - e. [Health and safety](#)
4. [Curriculum impact:](#)
  - a. [Assessment, reporting, recording](#)
  - b. [Role of the subject leader](#)
  - c. [Responsibilities](#)
5. [Links to other policies](#)
6. Individual subject policies:
  - a. [Computing](#)
  - b. [Geography](#)
  - c. [History](#)
  - d. [Art](#)
  - e. [Design Technology](#)
  - f. [Music](#)
  - g. [Modern Foreign Language](#)
  - h. [Physical Education](#)
  - i. [Religious Education](#)
  - j. [Personal, Social, Health, Economic education](#)

## Context

### **Elston Hall Learning Trust – Mission Statement:**

*Supporting Learning Inspiring Achievement*

Elston Hall Learning Trust creates learning environments that are built on integrity and support; where children are happy.

Inspiring learning through exceptional teaching is at the heart of our Trust. We settle for nothing less than excellence in our drive for achievement in all areas of learning.

### **Elston Hall Learning Trust – Vision:**

*Partnership for Achievement*

Elston Hall Learning Trust is underpinned by the moral purpose to change lives for the better.

We are committed to maximising the potential for our children, to support and meet their personal needs.

We want to encourage our children to be the best they can be and through learning, believe they can achieve anything.

### **Elston Hall Learning Trust – Aims:**

Achieving the potential of our children is our fundamental aim, we will be relentless in our drive to ensure that this is delivered.

- Effective teaching has the most impact on learning – teaching in our schools will be excellent.
- We will ensure we develop independent and resilient learners, everyone will be safe in our schools.
- The curriculum will be engaging, challenging and inclusive for all pupils, ensuring accelerated and sustained progress.
- Attendance figures will be above the National Average.
- Behaviour in all our schools will be excellent and provide a secure platform for learning.
- Teamship is embedded into the ethos of the Trust, where everybody supports each other and builds a work ethic based on good will and respect.
- Staff well-being and workload are recognised and supported by Leaders at all levels.
- Governance is secure and offers challenge and strategic support to ensure operational security.
- Staff development and training at all levels is at the forefront of our thinking; leaders are skilled in identifying the ability and developing the potential of individuals.
- The Trust is recognised locally and nationally as a trust of high quality, producing outstanding outcomes within a culture of achievement

## Intent

To plan and deliver an ambitious, broad and balanced curriculum that engages all learners to ensure excellent progress and outcomes. The curriculum is designed to provide all learners with the knowledge and cultural capital that they need to succeed in life. Following our progression documents, learning is planned and sequenced to ensure new knowledge and skills build on what has been taught before in order to achieve end of year and key stage outcomes. Teachers have the freedom and flexibility to deliver these objectives through a thematic curriculum which encourages creativity, engagement and allows links to be made between subjects in order to deepen understanding. Learning is designed to suit the needs of all pupils, especially disadvantaged and SEND, ensuring all children become successful learners. Children will leave Elston Hall Learning Trust with an in-depth understanding of subjects, rooted in the national curriculum, enhanced through a range of learning experiences including trips, visitors and exciting learning experiences.

## Implementation

### Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#).

It also reflects the requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practise 2015](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the [Department for Education Governance Handbook](#).

### Thematic curriculum

Computing, Geography, History, Art, Design and Technology and Music are delivered through the thematic curriculum. This allows skills from a variety of subjects to be taught through a common theme, designed to be engaging and challenging and encouraging children to be curious about the world around them. Through the thematic curriculum, clear links can be made between skills from different subjects, developing deeper understanding and embedding key skills. Thematic lessons encourage pupils to be resilient and ambitious, using their initiative to be independent learners. Thematic topic intent statements explain what is taught in each topic and how learning is built upon over time.

PSHE, PE, RE and MFL are taught discretely, however links are made between subjects wherever possible.

### Planning Teaching and Learning

Teachers will plan varied and suitably challenging activities in line with the National Curriculum. In the Foundation stage, the thematic curriculum is taught through Physical Development; Personal, Social and Emotional Development; Understanding the World; and Expressive Arts and Design.

For subjects taught through the Thematic Curriculum, a published scheme – Dimensions is used to support their planning and delivery through a theme. Lessons are planned in sequence and provide opportunities to build on both skills and knowledge throughout the phases across school. The curriculum design enables skills to be revisited and embed to ensure pupils can recall and apply to a variety of experiences. Work is recorded in a variety of ways to ensure all pupils are engaged in their learning. Even though there is a clear theme/thread to pupils learning children will be taught how the lessons develop discretely so they understand when they are been historians, artists, designers etc

Lessons outside of the Thematic curriculum are planned out in Medium Term Plans which teachers use to plan sequences of progressive lessons, links are made to the theme if and when appropriate.

Planning expectations are detailed in the Teaching and Learning Policy.

See our EYFS policy for information on how our early years curriculum is delivered.

### **Inclusion**

All children are presented with the opportunity to experience success, regardless of race, ethnicity, gender, ability or disability. Pupils are expected to produce work to the best of their ability and learning opportunities are tailored to match the needs of all pupils.

Teachers set high expectations for all pupils, using assessment information to plan challenging work for all groups, including:

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

Further information can be found in our SEND policy.

### **British Values**

At Elston Hall Learning Trust we recognise the importance of teaching British values in line with the definitions identified in the 'Prevent Strategy Values' 2011.

### **Health and Safety**

Staff within Elston Hall Learning Trust work in accordance with Health and Safety Guidelines; more information can be found in the Health and Safety Policy. Health and safety has been considered for all subjects and risk assessments can be found in the Health and Safety folder in the main office. All trips and visits will follow organisational procedures. See Our Educational Visits policy for more information.

With any practical activity there can be an element of risk. To minimise this:

- Children should be taught to manage their environment to ensure the health and safety of themselves and others

- Materials/equipment should be stored in a safe and appropriate area of the classroom.
- All children must be taught how to use materials and tools correctly and safely
- Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions
- Children should be strictly supervised in their use of equipment at all times.
- Teachers should make sure children are aware of the need to maintain tools carefully and to return them to the correct location.
- Any cutting tools should only be used under adult supervision.
- Glass containers should not be used for water to prevent any unnecessary hazards.
- If any spillages occur they must be cleared immediately to prevent the possibility of children slipping.
- All of the basic art equipment to be found in classrooms is non-toxic.
- Any new materials to be used should be checked by the class teacher prior to use within the classroom.

## Impact

### **Assessment, Reporting and Recording**

Teachers regularly assess pupils' achievement of learning objectives through observation and marking of work. Feedback is given verbally and also recorded in books in line with our Marking Policy. Planning will be annotated with reference to children's acquisition of knowledge and development of skills.

Progression documents and ARE statements are used by teachers to assess pupils' achievement at the end of units. Teachers identify pupils who will need further adaptations to their learning in order to achieve skills and knowledge when re-visited

Pupil achievement is shared with parents through consultation evenings and in pupils' end of year reports.

Assessment information is used by class teachers to ensure that future planning matches the needs of pupils. This information is then passed up to the next year group to support planning.

It is also used by the subject leader, alongside other monitoring information, to identify effective teaching and learning and any next steps.

Subject leaders are responsible for ensuring teaching and learning in their subject is of the highest quality. They will write an action plan which states the overall objective and targets for their subject alongside actions to achieve this. The impact of teaching and learning in their subject will be monitored and further actions planned to address any next steps.

Monitoring may include:

- Book trawls
- Monitoring of planning
- Lesson observations
- Pupil conversations
- Surveys of the learning environment including displays

- Scrutiny of assessment data
- Staff questionnaires

### **The role of the Subject Leader**

- Provide leadership and direction for a specified subject area; leading and coordinating the teaching and learning of the subject.
- Contribute to the school's programme of monitoring and evaluation of learning and teaching and standards attained by pupils within the specified subject
- Support and observe the teaching of the specified subject across the school encouraging the evaluation and sharing of good practice
- Monitor Teacher Assessment data within specified subject on a regular basis providing support for teachers
- Lead the analysis of appropriate data; creating reports and action plans for a range of audiences; SLT, Governors, School Improvement Advisor etc....
- Lead and manage the schools response to CPD for the specified subject
- Alongside SLT establish resource priorities and monitor the effectiveness of resource usage and spending
- Have total support of the school aims and ethos and the leadership drive to ensure them.
- Act as a role model for others through the setting of high personal standards of classroom practice. These to include the development of an effective learning environment that fosters high standards of achievement and behaviour.
- Undertake any other duties or responsibilities which may be reasonably regarded as within the nature of the post or determined by the Headteacher

### **Subject leader responsibilities:**

<b>Subject</b>	<b>Elston Hall</b>	<b>Goldthorn Park</b>	<b>Edward the Elder</b>	<b>Palmers Cross</b>
	@elston.org.uk	@goldthorn.org.uk	@edwardtheelder.org.uk	@palmers.org.uk
Computing	Kully Bahia	Vikram Sandhi	Emmie Louca	Charlotte Hancock
PSHE	Katie Perry	Stacey Jackson	Charlotte Squire	Charlotte Hancock
History	Bella Dyke	Emma Postance	Jess Carroll	Emma Biffin
Geography	Victoria Foster	Kate Armstrong (MAT Leave) Sam Middleton	Jess Carroll	Dan Nicholls
MFL	Gill Mitchell	Rapinder Bains	Katie Whinton	Abbie Lewis
Design Tech	Jen Dell	Lesley Flanagan	Ann Lockley	Jayne Preece
Art	Yvonne Dyke Frankie Jones	Rebecca Wood	Ann Lockley	Jayne Preece
PE	Joanne Fellows	Luke Holmes	Leah Harper	Dan Nicholls
RE	Bev Westwood	Georgia Collins	Ann Lockley	Emma Biffin

Music	Stephanie Palmer-Haywood	Elaine Skitt	Mel Kilpatrick	Dani Williams
-------	--------------------------	--------------	----------------	---------------

**Documents to be read in conjunction with this policy:**

National Curriculum 2014  
Dimensions Planning & Resource Materials  
1Decision Planning & Resource Materials  
Teaching and Learning policy  
School marking policy  
Assessment cycle  
Year group progression documents  
Subject progression documents  
School risk assessments  
British Values statement  
Health and safety policy  
Educational visits policy  
Relationship Education policy  
SEND policy



## Computing

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p>A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</p> <p>The National Curriculum for Computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Can understand and apply the fundamental principles of computer science, including abstraction, logic, algorithms and data representation</li> <li>• Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.</li> <li>• Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</li> <li>• Are responsible, competent, confident and creative users of information and communication technology.</li> </ul> <p>Additionally, we aim to:</p> <ul style="list-style-type: none"> <li>• Respond to new developments in technology.</li> <li>• Equip pupils with the confidence and skills to use digital tools and technologies throughout their lives.</li> <li>• Enhance and enrich learning in other areas of the curriculum using technology.</li> <li>• Develop the understanding of how to use computers and digital tools safely and responsibly.</li> </ul>	<p>In EYFS, Computing links to the areas: Understanding of the World; Personal, Social and Emotional Development; Physical Development; and Expressive Arts and Design.</p> <p>Computing is taught through our thematic curriculum, and teachers link computing lessons to the year group theme wherever possible to provide a clear context and purpose for the learning taking place.</p> <p>Lessons are taught using a variety of resources, including:</p> <ul style="list-style-type: none"> <li>• Microsoft laptops</li> <li>• iPads</li> <li>• Interactive SMART boards</li> <li>• Beebots</li> </ul> <p>We also use technologies supplied by other agencies, including:</p> <ul style="list-style-type: none"> <li>• Robotics kits</li> </ul> <p>Software used, includes:</p> <ul style="list-style-type: none"> <li>• Purple Mash</li> <li>• Minecraft</li> <li>• Book Creator</li> <li>• Coma Coma</li> <li>• Garageband</li> <li>• Sway</li> <li>• Stop Motion</li> <li>• iMovie</li> <li>• Scratch/Scratch Junior</li> <li>• Sketch Up</li> <li>• Beebot app</li> <li>• Ex el Code</li> </ul>	<p>Computing work is photographed/printed/QR codes used and recorded in Computing floor books where appropriate.</p> <p>Practical work is saved on iPads/Purple Mash/children's user areas depending on the Software used.</p> <p>We assess the children's work in computing by making ongoing judgements as we observe the children during lessons and their final outcomes at the end of each unit of teaching.</p> <p>Computing is assessed as explained above in <a href="#">Assessment, Reporting and Recording</a>.</p> <p>Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately.</p>

**Documents to be read in conjunction with this policy:**

Computing National Curriculum 2014

Progression in skills document

E-safety Policy

Acceptable use policy

Dimensions Planning & Resource Materials

## Geography

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics</li> <li>• Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>• Are competent in the geographical skills needed to:</li> <li>• Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>• Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>• Communicate geographical information in a variety of ways, including through maps and writing at length.</li> </ul> <p>Additionally, we aim to ensure pupils:</p> <ul style="list-style-type: none"> <li>• Develop a strong interest in their own surroundings and in the physical and human aspects which have shaped it.</li> <li>• Understand some of the relationships between people and their environments.</li> <li>• Empathise with places, people and cultures.</li> </ul>	<p>In EYFS, Geography links to the areas: Understanding of the World and Mathematics.</p> <p>Enquiry forms a part of all work in geography. Planning will take account of pupil's interests, experiences and capabilities and lead to investigations based on fieldwork and classroom activities.</p> <p>Pupils will develop their geographical skills through the National Curriculum breadth of study and being taught key skills each year, building on previous learning.</p> <p>We will use a variety of teaching methods best suited to the abilities and interests of the children, including:-</p> <ul style="list-style-type: none"> <li>• Fieldwork and local studies</li> <li>• Observation and enquiry</li> <li>• Individual, group and class investigations</li> <li>• Discussion and debate</li> </ul> <p>Pupils will be encouraged to select information from a variety of resources including:-</p> <ul style="list-style-type: none"> <li>• photographs</li> <li>• maps, charts, atlases and globes</li> <li>• documents, books and newspapers</li> <li>• visitors</li> <li>• fieldwork and local area studies</li> <li>• videos, TV and radio programmes</li> <li>• Information and Communication Technology</li> </ul>	<p>Geography work is recorded in Geography books.</p> <p>Geography is assessed as explained above in <a href="#">Assessment, Reporting and Recording</a>.</p> <p>Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately.</p>

### **Documents to be read in conjunction with this policy:**

Geography National Curriculum 2014

Progression in skills document

Dimensions Planning & Resource Materials

## History

Intent	Implementation	Impact
<p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>• gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul> <p>Additionally, we aim to ensure students:</p> <ul style="list-style-type: none"> <li>• develop an interest in the past and an enjoyment for the subject;</li> <li>• develop a sense of identity and an understanding of their own position in their community and the world;</li> <li>• develop a sense of chronology;</li> <li>• develop the skills of enquiry, investigation, analysis, evaluation, argument, sequencing comparison and deduction</li> </ul>	<p>In EYFS, History links to the area: Understanding of the World.</p> <p>Enquiry should form a part of all work in history. It should take account of pupil's interests, experiences and capabilities and develop the skills of investigating, organising, analysing and evaluating. Pupils will develop their historical skills through the National Curriculum breadth of study and key skills each year, building on previous learning. We will use a variety of teaching methods best suited to the abilities and interests of the children, including:</p> <ul style="list-style-type: none"> <li>• Story telling</li> <li>• Discussion and debate</li> <li>• Investigations</li> <li>• Role play and drama</li> <li>• Visits to historical sites</li> <li>• In-school history days</li> </ul> <p>Our planning will follow the National curriculum guidelines to ensure that progression is maintained across the key stages and that the correct skills are taught.</p> <p>Pupils will be encouraged to select information from a variety of resources including:-</p> <ul style="list-style-type: none"> <li>• Written sources – primary and secondary</li> <li>• Photographs, paintings, cartoons, films, video and posters</li> <li>• Oral sources – relatives, local people, experts from Historical organisations</li> <li>• Artefacts – original items and reproductions</li> <li>• Historical re-enactments – music, dance, role-play stories</li> </ul>	<p>History work is recorded in History books.</p> <p>History is assessed as explained above in <a href="#">Assessment, Reporting and Recording</a>.</p> <p>Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately.</p>

**Documents to be read in conjunction with this policy:**

History National Curriculum 2014

Progression in skills document

Dimensions Planning & Resource Materials

## Art

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p>Additionally, we believe that art studies should enable pupils to:</p> <ul style="list-style-type: none"> <li>• Be selective in their choice and application of materials to suit the task.</li> <li>• Develop control, confidence and understanding in using different materials and techniques.</li> <li>• Experiment with the elements of art and to use more formal ways to communicate ideas and feelings, e.g. scale and distortion.</li> <li>• Visualise ideas, discuss them with others and modify them, with justification.</li> <li>• Discuss the different purposes of art and describe how artists have represented their ideas, making use of an art vocabulary.</li> <li>• Recognise and discuss the work of a number of artists, representing different styles and periods, and understanding something of the times in which their work was made and how their work influenced others.</li> <li>• Apply what they have learned from other artists' work, in an imaginative way to inform their own.</li> <li>• Use ICT confidently and as an extension of their creative self.</li> </ul>	<p>In EYFS, Art links to the areas: Expressive Arts and Design and Physical Development.</p> <p>Art is delivered through the Thematic Curriculum. Key skills to be covered are taken from the progression documents for each year group.</p> <p>A variety of teaching methods are employed to suit the different activities:</p> <ul style="list-style-type: none"> <li>• Stimulate pupils through photographs, music and film etc.</li> <li>• Teaching direct artistic skills, e.g. scale, colour making, perspective</li> <li>• Instruction on the correct use of tools, equipment and materials.</li> <li>• Instruction and development using a variety of materials and media.</li> <li>• Setting homework to encourage pupils to research and collect data from home and other sources.</li> <li>• Observation and discussion of the work of other artists, their use of materials and treatment of different subjects.</li> </ul> <p>Pupils will be encouraged to use a variety of resources and mediums including:</p> <ul style="list-style-type: none"> <li>• Photographs/postcards/film clips</li> <li>• Famous artists/designer's books.</li> <li>• Paintings, drawings, sculptures.</li> <li>• Paint: watercolour, poster, acrylic, oil.</li> <li>• Pencils: HB, 2B, 4B, 6B, 8B, colouring pencils.</li> <li>• Charcoal &amp; graphite.</li> <li>• Clay.</li> <li>• Chalks, crayons.</li> <li>• Mod roc.</li> <li>• Plaster.</li> <li>• Computing Technology.</li> </ul>	<p>Art work, particularly planning and experimentation, is recorded in Art books which are passed up through school. Final pieces of Art work are displayed in school.</p> <p>Art is assessed as explained above in <a href="#">Assessment, Reporting and Recording</a>.</p> <p>Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately.</p>

**Documents to be read in conjunction with this policy:**

Art National Curriculum 2014

Progression in skills document

Dimensions Planning & Resource Materials

## Design and Technology

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p>Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.</p> <p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>• build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> <li>• critique, evaluate and test their ideas and products and the work of others</li> <li>• understand and apply the principles of nutrition and learn how to cook.</li> </ul>	<p>In EYFS, DT links to the areas: Expressive Arts and Design and Physical Development.</p> <p>Design and technology is delivered through the Thematic Curriculum. Key skills to be covered are taken from the progression documents for each year group.</p> <p>A variety of teaching methods are employed to suit the different activities:</p> <ul style="list-style-type: none"> <li>• Research design ideas using a range of sources e.g. catalogues, internet, photos</li> <li>• Teaching direct design skills, e.g. measuring, joining, cutting</li> <li>• Instruction on the correct use of tools, equipment and materials.</li> <li>• Instruction and development using a variety of materials and media.</li> <li>• Setting homework to encourage pupils to research and collect data from home and other sources.</li> <li>• Evaluation and discussion</li> </ul> <p>Pupils will be encouraged to use a variety of resources, including:</p> <ul style="list-style-type: none"> <li>• Textiles: Choosing appropriately for their purpose from a growing range of both synthetic and natural textiles.</li> <li>• Materials: Include an increasing range of mechanical systems (gears, pulleys, levers, cams) and apply knowledge of how to strengthen, reinforce and support more complex structures.</li> <li>• Electronics: Including electrical circuits which incorporate switches, bulbs, motors and buzzers.</li> </ul>	<p>DT work is recorded in DT books which are passed up through school. Final pieces of DT work are displayed in school. Photographs are taken and stored as evidence in DT books.</p> <p>DT is assessed as explained above in <a href="#">Assessment, Reporting and Recording</a>.</p> <p>Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately.</p>

### **Documents to be read in conjunction with this policy:**

Design Technology National Curriculum 2014

Progression in skills document

Dimensions Planning & Resource Materials

## Music

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p>Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p> <p>Music can change the way pupils think and act. Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to listen to, create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.</p> <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>• learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>• understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>	<p>In EYFS, Music is used to enrich children’s learning across all of the seven key areas of learning and provides an effective tool to make learning dynamic, fun and engaging. Music has key links to the areas: Expressive Arts and Design; Physical Development; and Communication and Language.</p> <p>In both KS1 and KS2 music will be taught through thematically based learning. Teachers will plan varied and suitably challenging music activities in line with the National Curriculum, linked to the theme and taught in blocks.</p> <p>The main resource used to teach music around the school is Dimensions, which provides staff with sequential and and progressive learning across a variety of genres. Children will have the opportunity to embed and recall key musical terms and skills as well as learning new concepts and having the chance to apply these.</p> <p>Pupils will be encouraged to select and use a variety of resources including: -</p> <ul style="list-style-type: none"> <li>• tuned and untuned instruments</li> <li>• a range of songs to listen to in class or in assembly.</li> <li>• Music toolkit on 2 simple – installed on laptops and computers in ICT room</li> <li>• Their voices</li> </ul> <p>The majority of musical instruments are stored within the music trolleys.</p> <p>If any different resources are required or need replacing, then year groups should inform the curriculum leader.</p>	<p>Teachers use progression documents to pitch lessons suitably</p> <p>Music is assessed as explained above in <a href="#">Assessment, Reporting and Recording</a>.</p> <p>Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately.</p>

**Documents to be read in conjunction with this policy:**

Music National Curriculum 2014      Progression in skills document      Dimensions Planning & Resource Materials



## Modern Foreign Language

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.</p> <p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>▪ understand and respond to spoken and written language from a variety of authentic sources</li> <li>▪ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li> <li>▪ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>▪ discover and develop an appreciation of a range of writing in the language studied.</li> </ul>	<p>Languages are taught throughout the school. French is our chosen focus language to ensure progress is made across year groups and key stages. However, we also celebrate all languages spoken by our pupils.</p> <p>Progression of teaching is detailed in our progression document, based upon the Language Angela scheme, which supports non-specialist language teachers.</p> <p>This provides staff with a progressive scheme for French learning which includes and more than meets all the requirements of the new National Curriculum. It also provides a great deal of support for non-specialist teachers with a variety of media, including sound files of authentic French speakers, video clips, phonic details and ideas for games, tasks and activities. Additional resources are also available online and many existing resources from previous years are saved on the school's sharepoint. Supplementary resources are found on Twinkl.</p> <p><b>Timetabling</b>            EYFS and KS1: 'drip-feed' basis as part of the school day as appropriate.            KS2: discrete timetabled slot of at least 30 minutes each week. Lessons may be blocked into chunks of learning where appropriate.</p> <p><b>Inclusion</b>            All pupils access learning of another language. Differentiation within lessons is ensured by:</p> <ul style="list-style-type: none"> <li>• Use of cognates where possible</li> <li>• Picture and action clues to aid memory when learning new vocabulary.</li> <li>• Activity and support.</li> </ul>	<p>Pupils in Y3-6 have an MFL book to record their learning. This book will be passed from year to year to show pupil progress.</p> <p>Evidence of speaking, listening and reading is available in the form of pupil interviews conducted each year by the MFL leader.</p> <p>For assessment, one more able child per class will be tracked throughout their school journey using our progression document. This will be supported by pupil interviews conducted by our MFL leader.</p> <p>Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately.</p> <p><u>International School Award</u>            Edward the Elder Primary School is proud to have achieved the International School Award. We strongly believe that learning another language is a vital skill for all pupils to learn and we foster pupils' enthusiasm for learning other languages and about other countries and cultures. Learning languages has always been an integral part of our curriculum even prior to the new National Curriculum in 2014.</p>

**Documents to be read in conjunction with this policy:**

National Curriculum for MFL 2014      Teacher support notes and guidance within Language Angels Scheme  
 International School Award portfolios

Overview of whole school key skills and vocabulary.

## Physical Education

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time engage in competitive sports and activities</li> <li>• lead healthy, active lives.</li> </ul> <p>Additionally, we aim for pupils:</p> <ul style="list-style-type: none"> <li>• to be creative, competitive and to face up to different challenges as individuals and in groups and teams</li> <li>• to learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness</li> <li>• to develop pupils awareness about themselves, their capabilities and their limitations.</li> <li>• to discover their aptitudes, abilities and preferences, and make choices about how to get involved lifelong physical activity</li> <li>• to develop the enthusiasm and enjoyment, self confidence and self worth.</li> <li>• to develop an understanding of the importance of teamwork, learning how to work with and respect others.</li> </ul>	<p>In EYFS, PE links to the areas: Physical Development; Personal, Social and Emotional Development; and Expressive Arts and Design.</p> <p>The teaching of Physical Education is a legal requirement. Physical Education teaching at Edward the Elder Primary School will be within the framework provided by the National Curriculum. Children receive at least 2 hours of PE per week. We provide the breadths of study encompassing 6 areas of activity, dance, games, gymnastics, swimming and water safety, athletics and outdoor and adventurous activities. Our PE medium-term plan is designed to ensure continuity, progression and differentiation. Children are taught by a qualified teacher to ensure the highest level of expertise is used to deliver high quality lessons.</p> <p>At Edward the Elder we value links we have with outside agencies and the opportunities they provide for our children to apply Physical Education in the real world. We endeavor to develop and utilise links with:</p> <ul style="list-style-type: none"> <li>• Local sports clubs.</li> <li>• Wolverhampton Association for Sport in Primary Schools (WASPS).</li> <li>• Community based organisations.</li> <li>• Parents and friends of the school.</li> <li>• Local Secondary Schools</li> <li>• Connect Ed</li> <li>• Cricket Foundation</li> </ul> <p>We aim for a safe and stimulating environment. We use the hall, playgrounds and our field.</p> <p>A wide range of resources are provided to stimulate and create an interactive lesson in which all abilities can take part. The resources provide an excellent source to differentiate lesson content:</p> <ul style="list-style-type: none"> <li>• Different sized balls and catching equipment</li> <li>• Targets to develop throwing skills</li> <li>• Netballs, basketballs and footballs</li> <li>• Uni-hockey / field hockey equipment</li> <li>• Short Tennis and Badminton equipment</li> <li>• Free play games chest for KS1</li> <li>• Goals, markers and cones</li> <li>• Basketball and netball hoops</li> </ul>	<p>Each class has a PE floor book. This is used to collate evidence through PE and also supports the teacher when making assessments. The teacher amends future lessons in response to assessment judgements.</p> <p>Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately.</p>



<ul style="list-style-type: none"> <li>to have the opportunity to access 60 minutes of daily sport and physical activity, whether that be in school or after school.</li> </ul>	<ul style="list-style-type: none"> <li>Rounders and Kwik cricket resource bags</li> </ul> <p>The following 3 principles ensure an inclusive curriculum:</p> <ul style="list-style-type: none"> <li>setting suitable learning challenges</li> <li>responding to pupils diverse learning needs</li> <li>overcoming potential barriers to learning and assessment for individuals and groups of pupils.</li> </ul> <p>Planning takes account of pupils with disabilities, enabling them to participate as fully and effectively as possible. Pupils needs and requirements relate to their individual targets S.E.N action plans (ILSPs). They can be related to when lessons are planned in order to ensure that pupils physical needs are being supported.</p> <p>Pupils identified as needing extra support in Physical Education will be given the appropriate help in lessons, for example by using adaptable resources and activities aimed at an appropriate level of difficulty. (STEP – change the Space, Time, Equipment or People to cater for individual needs)</p> <p>Lessons should present challenges to allow for the achievements of gifted children and be aware of providing the opportunity for success to less able children. Gifted and Talented children will be provided with opportunity to support lessons through demonstrating skills. They will also be given opportunity to attend City trials to take part in matches and competitions to drive their skills forward.</p> <p>It is recognised that parents play a crucial role in helping their children learn, and sharing targets and successes in Physical Education is central to partnership between parents, pupils and teachers. Parents and carers are welcomed to sporting events and competitions throughout the academic year. They are also provided with the opportunity to attend sports day and presentation to be apart of their child's sporting achievements.</p> <p>The Teaching Staff provide a range of sporting after school clubs, which is driven by the subject leader. Every child has the opportunity to choose and take part in after school clubs. Every child has the opportunity to develop their own physical, social and mental skills through a variety of sports.</p>	
---	--	--

**Documents to be read in conjunction with this policy:**

PE National Curriculum 2014

Class floor books

Planning files

Sports Premium Action Plans

## Religious Education

Intent	Implementation	Impact
<p>High quality Religious Education enhances pupils' awareness and understanding of religious beliefs, including Christianity, other principal religions and worldviews, whilst developing respect and sensitivity to others. It offers opportunities for personal reflection and spiritual development and encourages children to develop their own sense of identity and belonging. R.E also provokes challenging questions about human identity, meaning and value. Pupils learn to consider the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and worldviews and to respond by expressing insights into their own and others' lives. Religious education therefore has an important role in preparing pupils at Edward the Elder for adult life, employment and life-long learning.</p> <p>Religious Education actively promotes the values of truth, justice respect for all, care for the environment and human stewardship on earth. It places specific emphasis on:</p> <ul style="list-style-type: none"> <li>● Pupils valuing themselves and others</li> <li>● The role of the family and the community in religious belief and activity</li> <li>● The celebration of diversity in society through understanding similarities and differences</li> <li>● The influence of religion in the local, national and global community</li> <li>● Sustainable development of earth</li> </ul> <p>We believe that Religious education should enable pupils to:-</p> <ul style="list-style-type: none"> <li>● Promote religious understanding, discernment and respect</li> <li>● Challenge prejudice and stereotyping</li> </ul>	<p>The teaching of R.E at Edward the Elder Primary School is based on the Wolverhampton Agreed Syllabus within which we aim to deliver R.E at appropriate levels. Across each Key Stage pupils will be develop their knowledge of religions and worldviews. They will learn to express and communicate their ideas and insights about the nature, significance and impact of religions and worldviews. They will develop and use the skills needed to engage seriously with these religions and worldviews.</p> <p>It is expected that a minimum of 5% of curriculum time will be devoted to the teaching of RE. This means</p> <ul style="list-style-type: none"> <li>● KS1- 50 minutes per week (approx.)</li> <li>● KS2 – 1 hour and 15 minutes per week (approx.)</li> </ul> <p>To ensure the teaching of RE is broad and balanced, Christianity, will be studied at each key stage. In addition, pupils will learn from the principal religions represented in the UK. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Many of our children and families hold non-religious worldviews and these, including Humanism will be also be studied. KS1 pupils will study Christianity and least one other religion. KS2 will study Christianity and at least three other principal religions.</p> <p>Teachers will plan suitably challenging religious activities using the non-statutory scheme of work in line with the Agreed Syllabus. In both KS1 and KS2 R.E.is taught through a range of religious themes set out in units of work. Each year group will teach four units over the year. The teaching time will vary for each unit from 8-10 hours or longer and teachers will need to consider this when planning lessons to ensure depth of learning and that pupils make good progress towards the end of key stage outcomes. Teachers will plan RE lessons for their year groups using the learning objectives, lesson suggestions and resources provided in the scheme of units. The sequence of learning within these units ensure continuity and progression in three key strands: knowledge and understanding of religions and worldviews, expressing and communicating ideas and gaining and deploying the skills needed to engage seriously with religions and worldviews. The units of work for each year group are in PDF format on the school platform in the RE curriculum folder. Detailed lessons plans will be put in year group planning folders on the platform.</p> <p>In EYFS, RE links to the areas: Personal, Social and Emotional Development; and Understanding the World as well as Communication and Language. For children in the Early Years, planned Religious education teaching will provide opportunities for children to learn about different religious and cultural communities through high quality</p>	<p>In Y1-Y6 Children's RE work is recorded in separate RE books.</p> <p>Assessment follows the procedures explained above in <a href="#">Assessment, Reporting and Recording</a>.</p> <p>Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately.</p>

<ul style="list-style-type: none"> <li>• Explore the significance of the environment both locally and globally and the role of humanity</li> <li>• Promote pupils' self-worth, thus enabling them to reflect on their uniqueness and human belonging</li> <li>• Share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships</li> <li>• Develop a clear understanding of religions in the world today</li> <li>• Learn about the ways different faith communities relate to each other</li> <li>• Focus on ultimate questions and ethical issues</li> <li>• Appreciate their own and others' beliefs and cultures and how these affect individuals, communities and societies</li> </ul> <p>At Edward the Elder we recognise the significant contribution that RE makes to pupils' ability to engage with ideas about fundamental British values, such as tolerance and respect for people who hold varied beliefs and worldviews, in line with the definitions identified in the 'Prevent Strategy values' 2011 and the HMI inspection focus on SMSCD, Cultural Capital and RE (September 2018)</p> <p>The teaching of Religious Education will support and enable pupils to discuss and develop their understanding of the British values of:</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Rule of law</li> <li>• Individual liberty</li> <li>• Mutual respect</li> <li>• Tolerance</li> </ul>	<p>provision including play, exploring special people, books, times and objects. They will listen to and talk about religious stories, and learn about special celebrations throughout the year.</p> <p>In KS1 pupils develop their knowledge and understanding of religions. They find out about simple examples of religion in local, national and global contexts. They will use basic specific vocabulary, raise questions and begin to express their own views and respond to questions and ideas. Learning will be interactive, using story, music, drama, activity, teamwork, questioning and language work.</p> <p>In KS2 pupils extend their knowledge and understanding of religions. They are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious, to ask increasingly challenging questions about religion, beliefs, values and human life. Pupils learn to express their ideas thoughtfully, selecting examples and giving reasons to support their ideas.</p> <p>We will use a variety of teaching methods best suited to the abilities and interests of the children, including:</p> <ul style="list-style-type: none"> <li>○ Story telling</li> <li>○ Discussion and debate</li> <li>○ Role play and drama</li> <li>○ Art and creative expression</li> <li>○ Visits to places of worship</li> <li>○ Visitors to school</li> <li>○ In-school religious days</li> </ul> <p>Visitors from communities of religion and belief are a rich and exciting resource for schools. When inviting visitors into school from local religious communities it is important that school staff ensure current legislation relating to child protection procedures is covered and implemented with regard to visitors to the classroom, collective worship or assembly venue.</p>	
--	---	--

**Documents to be read in conjunction with this policy:** RE National Curriculum 2014. Wolverhampton Agreed Syllabus Non Statutory Units lesson notes and guidance. Planning folders.

## Personal, Social, Health, Economic education

Intent	Implementation	Impact
<p>Our children are growing up in a complex world, living their lives on and offline. It is our role to teach children how to be safe and healthy and to be able to face the challenges ahead with confidence. PSHE enables pupils to understand feelings, make healthy choices, share opinions, to recognise that bullying is wrong and know how to stay safe. It allows children to develop their own sense of worth and respect others. It prepares them for bodily and emotional changes at puberty. Teaching covers all statutory relationship and health objectives in order to ensure a deep understanding of the features of healthy relationships, how to stay safe (including online) and how to look after their own physical and mental wellbeing. The subject also introduces a range of jobs to pupils and prepares them to look after and save money. It exposes pupils to some of the different beliefs and values in society, and teaches them to demonstrate respect and tolerance towards people different from themselves.</p> <p>PSHE education makes a major contribution to schools' statutory responsibilities to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Our curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. It also supports the teaching of British values in line with the definitions identified in the 'Prevent Strategy values' 2011.</p> <p>In accordance with the Education Act 2002/Academies Act 2010, it is vital that we</p>	<p>In EYFS, PSHE links to the areas: Personal, Social and Emotional Development; Physical Development; Communication and Language; and Understanding the World.</p> <p>Our PSHE curriculum for Years 1-6 is based on the 1Decision curriculum. This covers all statutory Relationships and Health objectives, as well as many more topics which help to prepare children to deal with the challenges ahead. PSHE is taught under the three core themes:</p> <ul style="list-style-type: none"> <li>• Health and Wellbeing</li> <li>• Relationships</li> <li>• Living in the Wider World</li> </ul> <p>The curriculum has been produced in consultation with parents. Parent workshops are held to share the curriculum and it is also published on the school's website. Parental comments were invited through surveys and conversations with school leaders. Parents are invited in to view teaching material and regular correspondence with parents will inform them of key curriculum content for their pupils as well as ways that they can support their pupils' learning at home.</p> <p>The long term plan sets out key themes to be taught in each year group. The medium term plan sets out key objectives to be taught under three key themes each term. Suggested resources are provided which have been quality checked to ensure they are age appropriate and support pupils progress.</p> <p>It is the responsibility of class teachers to use the medium term plan to plan out a sequence of lessons to ensure pupils develop a deep understanding of the objectives set out. Teachers must check all resources and watch videos to ensure they match the needs of pupils in their class, considering any key issues which may be sensitive to individual pupils in their class.</p> <p>Dimensions is also used in conjunction with standalone PSHE curriculum to support the teaching, planning the resources where teachers feel necessary. It can be used as an additional resource but not in replacement of the 1Decision scheme.</p> <p>PSHE lessons are taught once a week by class teachers. Lessons are taught sensitively, and in a safe and supportive learning environment by following agreed ground rules for all PSHE lessons. Any issues highlighted as a result of sessions are reported to the Designated Safeguarding Lead, as detailed in our safeguarding policies and procedures. Due to the nature of PSHE education, lessons may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; this will be made clear to pupils and any external contributors e.g. school</p>	<p>Pupils from Year 1-6 have an individual PSHE book which will be used to record pupils responses to lessons taught. This can be used to support assessment of pupils understanding.</p> <p>A class PSHE floor book is used to record whole class learning and show the variety of teaching methods used to deliver PSHE effectively e.g. debates, role plays and use of visitors to enhance learning.</p> <p>PSHE is assessed as explained above in <a href="#">Assessment, Reporting and Recording</a>.</p> <p>Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately. The PSHE co-ordinator and school staff will review and assess the curriculum coverage by:</p> <ul style="list-style-type: none"> <li>• Reviewing lesson evaluations and outcomes</li> <li>• Identifying priorities using in-</li> </ul>

<p>deliver a high quality PSHE curriculum in order to ensure our children receive a broad and balanced curriculum which supports their personal development, fulfils our duties relating to SMSC, behaviour and safety and prepares pupils for the challenges and opportunities of adult life. PSHE education does not exist in isolation; it is part of a whole school approach to ensure the best opportunities for all of our pupils.</p> <p>Relationships Education forms part of our PSHE curriculum and these lessons are statutory – there is no right of withdrawal from these sessions. Sex education is taught to pupils in Year 6. While parents have the right to withdraw pupils from aspects of RSE not in the National Curriculum, we believe that this aspect of PSHE education plays a vital part in helping to meet school's responsibilities to safeguard our pupils.</p> <p>The benefits to pupils of such an approach are numerous as PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.</p>	<p>nurses. CPD will be provided regularly to ensure staff are kept up to date with any emerging issues and are confident in providing high quality PSHE learning.</p> <p>Teachers understand that pupils will bring differing levels of knowledge and understanding to issues explored through our PSHE curriculum. Teachers will assess pupils starting points at the start of a topic to ensure teaching meets the needs of all pupils. (An anonymous 'question box' will be provided in each classroom where pupils can submit any questions which they do not feel comfortable to ask out loud and these will be addressed appropriately.)</p> <p>We will use a variety of teaching methods best suited to the abilities and interests of the children, including:-</p> <ul style="list-style-type: none"> <li>• Discussion and debate</li> <li>• Individual, pair and group work</li> <li>• Individual, group and class investigations</li> <li>• Observations</li> </ul> <p>Lessons planned use a variety of resources, including:</p> <ul style="list-style-type: none"> <li>• 1Decision slideshows, videos and activities</li> <li>• Lessons from a range of PSHE Association Approved organisations</li> <li>• Diagrams</li> <li>• Documents, books and newspapers</li> <li>• Visitors</li> <li>• Discussion</li> <li>• Photographs</li> <li>• Dimensions</li> </ul> <p>Throughout the year, we have a variety of speakers for our assemblies and to work with the pupils in the classroom for example, NSPCC, Dogs Trust, Walk to school, Headstart, the Police, Fire and Ambulance services. The curriculum will be further supplemented through whole school days where we will consider PSHE related issues, e.g. Children in Need, Wellbeing week, Anti-bullying week, Wellbeing Wednesday.</p> <p>Pupils are aware of staff in school they can go to for support. The behaviour and emotional support leader works with groups of students and individuals depending on need and support. The students are made aware of outside agencies through our assembly programme. Daily assemblies supplement our PSHE curriculum but the majority of teaching is delivered through discrete lessons to ensure the highest engagement in learning.</p>	<p>school and local data</p> <ul style="list-style-type: none"> <li>• Reviewing the needs of pupils as identified through surveys and observations</li> </ul>
---	---	---

**Documents to be read in conjunction with this policy:**

PSHE long and medium term plans    Safeguarding Policy    E-Safety Policy    1Decision/Dimensions Planning & Resource Materials    Progression documents  
Relationships and Sex Education policy    Drugs Education Policy    Anti – bullying policy    Healthy Eating Policy    Food Policy    Behaviour Policy