



## **CURRICULUM POLICY (Whole School Policy including EYFS)**

### **DEFINITION**

Our school curriculum comprises all learning and other experiences (including trips and visits) that we plan for our pupils.

The school provides full-time supervised education of pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The subject matter is appropriate to the ages and aptitude of all pupils, including pupils with a statement. Where a pupil has a statement the education will fulfil its requirements. The school provides a programme of activities appropriate to the needs of the pupils. This range of experiences is provided in several ways:

- through discrete lessons in all areas of literacy, numeracy, science, DT, PE, Games and a broad range of aesthetic and creative subjects and activities;
- through seeking to plan, in our teaching, opportunities to include experiences of all the above across the curriculum, so that knowledge, skills and understanding are transferable;
- through fostering a whole-school ethos that incorporates learning opportunities in the above areas throughout all facets of school life, including those that occur outside the classroom. The school provides personal, social and health education which reflects the school's aims and ethos.

At all times, the school is committed to promoting the effective acquisition of skills in speaking, listening, literacy and numeracy.

Further details of the content and delivery of each curriculum subject can be found in each subject's Departmental Handbook.

### **AIMS AND VALUES**

Our curriculum is designed to fulfil the Aims of our school. In summary, our curriculum aims to provide opportunities for all our pupils to learn, to achieve and to make progress. Our curriculum is firmly rooted in the values of our school as described in our Aims and we therefore seek to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. The school's Personal, Social and Health Education reflects the school's aims and ethos.

Our education is designed to provide the basis for preparing pupils for the opportunities, responsibilities and experiences of adult life.

## PUPILS' SPIRITUAL DEVELOPMENT AT THE MANOR

### 1. Definition

Spiritual development is a growing awareness that, as Hamlet said,

“There are more things in heaven and earth, Horatio,  
Than are dreamt of in your philosophy.”

This includes a sense of wonder at creation, beauty, poetry, music - but is not necessarily religious. Spirituality means an interest in immaterial things, ideas of goodness, love and truth. Religion is spirituality allied to a belief in God, whether this be the religion of Islam, Hinduism, Judaism, Christianity or any other theological belief. To quote an OFSTED discussion paper on the subject:

“Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimation of an enduring reality. ‘Spiritual’ is not synonymous with ‘religious’; all areas of the curriculum may contribute to pupils’ spiritual development.”

Spiritual development, then, is concerned with how an individual acquires personal beliefs and values, especially on questions about religion, whether life has purpose, and the basis for personal and social behaviour - questions which are “at the heart and root of existence”.

It is therefore also about what a school provides - through its curriculum, through collective worship, through its ethos and climate - to help individuals to make sense of these questions, and about what it does to help form pupils’ response to life and to various forms of experience, or even to questions about the universe. Spiritual development can also be seen as the way special experiences imbue us with a sense of awe.

### 2. How do we encourage spiritual development in our pupils?

- By having a Chaplain. The Reverend Pete Wilkinson is our Chaplain and he often comes into the school.
  - He starts the academic year off with a half-hour service for staff on the first INSET day of the Autumn Term. This focus on the staff’s spiritual growth nourishes the staff’s own spiritual life so that they are in a better position to assist the pupils’ spiritual growth.
  - Rev. Wilkinson takes the termly Parents’ Prayer Group, which prays for the school and its community.
  - On the sad death of a former colleague in June 2009, the former Chaplain Rev. Bolton immediately came into school to give spiritual support to pupils and staff.
  - Rev. Wilkinson takes our Harvest Festival, the Carol Service for KS2 pupils in an Abingdon Church, and termly services for



KS2 pupils in the chapel of the School of St Helen and St Katharine.

- By liberating and encouraging the children's own creativity through their art, music and writing. The school's annual Poetry Festival and whole school Art Exhibition every second year acts as a celebration of the pupils' creativity.
- By providing opportunities for the 'tingle up the back' sensation inspired by the thrill of experiencing wonderful moments. (see Cross-Curricular Spiritual Development)
- By trying to instil in the children a knowledge of right and wrong.
- By encouraging a sense of the awe and wonder of life.
- By using assemblies to develop pupils' awareness of the spiritual world.
- By PSHE lessons.
- By RE lessons.
- By focusing, particularly in assemblies and RE lessons, on the many multicultural sources of spiritual development, as described in the major world religions.
- By inviting guest speakers to give assemblies and special classes (e.g. from charities - Barnardos, Riding for the Disabled and Air Ambulances).
- By providing opportunities **in all subjects** for their spiritual aspects to be communicated and experienced (see Cross Curricular Spiritual Development).
- By providing opportunities for thoughtfulness and giving (e.g. Harvest Festival, Charity Events).
- Through making the Carol Service a uniquely rich, spiritual event.
- By appropriate trips and visits.

### **3. Monitoring and Evaluation of Moral and Spiritual Development**

It is impossible, of course, to chart pupils' moral and spiritual development on a graph but The Manor endeavours to monitor (via staff discussion and at meetings) the opportunities provided for such development.

In the Pupils' Questionnaire (June 2009) the pupils were asked to rate how successful the school was in achieving its aims. Out of all the school aims, the aim to 'Create a community which reflects the ethical and moral framework of our Christian foundation and to promote the pupils' spiritual and moral development' (which was translated and simplified into 'Do you learn about the life of Jesus' in

the Y1-Y2 pupils' questionnaire and 'Does The Manor ensure you gain an awareness of the Christian religion and the life of Jesus?' in the Y3-Y6 pupils' questionnaire so that pupils could more easily understand it) received one of the highest ratings of achievement (90% agreed or strongly agreed that the school achieved this aim). Even though religious awareness is only one aspect of spiritual growth it is encouraging that such a high rating was achieved.

#### **4. Cross-Curricular Spiritual Development**

For the details of pupils' Cross-Curricular Spiritual Development, please see PSHE Departmental Handbook, Appendix 2.

### **PUPILS' MORAL DEVELOPMENT AT THE MANOR**

#### **1. Aspects of pupils' moral development that we encourage**

We encourage honesty, good manners, kindness, generosity and helpfulness. We encourage good citizenship and care of the environment; children are taught to treat others as they would like to be treated themselves and they are encouraged to know the difference between right and wrong. Pupils are taught not to take other people's possessions; to be courteous to others and to respect them. Good behaviour is praised; moral values and issues are discussed with the children. Pupils are encouraged to take personal responsibility for their actions and to develop self-discipline.

We encourage pupils to reflect on the consequences of their actions and learn how to forgive themselves and others. We encourage them to develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

#### **2. How are these moral values encouraged?**

- Moral values are encouraged by the way in which individual members of staff treat the children and all other members of the school community.
- Religious Education gives the opportunity for pupils to reflect on spiritual and moral matters.
- The children concentrate on thinking about and helping those less fortunate than themselves via a host of charitable events.
- In Science, environmental topics are studied, focusing on the need to care for our planet.
- Weekly PSHE lessons and Circle Time do a great deal to develop moral awareness.
- All subjects of the curriculum can help develop moral awareness, for example: moral issues arise in Science (issues of the downside of 'progress'), Geography (environmental issues), History (development of tolerance) and particularly Religious Education and Personal, Social and Health Education. Please see 'Cross-Curricular Moral Growth'.

- Virtually all Assemblies have a spiritual or moral purpose. Assemblies often focus on the school's Golden Rules:
  - Be kind
  - Be gentle
  - Work Hard
  - Look after the school, possessions etc.
  - Be honest
  - Listen carefully

Children all know the mnemonic (Good King William Lost His Leg, where the first letter of each word stands for each of the Golden Rules, G = gentle, K = kind etc.)

- Friendship Stops in the playground
- Evening talks to parents on important moral issues (e.g. Cyberbullying talk from Childnet Sept 08)

### 3. PSHE lessons/Circle Time

- KS1 pupils have one 20 minute PSHE lesson each week, which is known as 'Circle Time'. At KS1 a great deal of PSHE is also embedded in every lesson.
- KS2 pupils have one PSHE lesson as well as a separate 'Circle Time' lasting for 20 minutes each week. Having this amount of time available at KS2 for PSHE/Circle Time undoubtedly assists the ability of the Form Teacher to have a real impact on the form's moral development as pupils' needs develop in KS2.

### 4. Ethos of The Manor

The overall ethos of The Manor encourages the moral growth of pupils. The key elements of the school's ethos are incorporated in its aims:

- Cherish each child as an individual.
- Enthuse children with a love of learning and the desire to make the very most of their abilities and opportunities.
- Offer a caring but challenging environment in which children are given the courage to learn from their mistakes.
- Encourage a sense of self-worth in each child.
- Encourage respect for different life-styles, cultures and religions.
- Promote the intellectual, social and physical development of pupils.
- To ensure that the quality of the school environment and the overall atmosphere reflect the high standards expected of pupils.
- Encourage a sense of individual responsibility towards others and the environment.
- Create a community which reflects the ethical and moral framework of our Christian foundation and to promote the pupils' spiritual and moral development.



- Encourage pupils to play a positive role in contributing to the life of the school and the wider community.
- Make every child's experience at The Manor as positive and happy as possible.

## **5. Moral Growth**

Please see Whole School Summary Grid of PSHE at The Manor: this can be found in Section 12 of the PSHE Departmental Handbook. Virtually all the elements of the PSHE programme contribute to moral growth.

## **6. Cross-Curricular Moral Development**

For the details of pupils' Cross-Curricular Moral Development, please see PSHE Departmental Handbook, Appendix 3.

## **PUPILS' CULTURAL DEVELOPMENT AT THE MANOR**

### **1. Introduction**

The Manor welcomes children of all cultural and ethnic backgrounds. Through the curriculum and the wide range of clubs and extra activities, the children learn a great deal of what are traditionally seen as cultural pursuits - literature, theatre, art, music, for example. They learn a great deal about the cultures of others, both in the present and throughout history.

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. We encourage pupils to develop a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. We aim for pupils to develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

### **2. Cultural Development of Pupils**

- All subjects in the curriculum can contribute to the children's cultural awareness. In terms of individual lessons, teachers promote respect for all peoples and their cultures, whatever the subject. A wide range of cultures is discussed in RE and PSHE lessons. Please see 'Cross Curricular Cultural Development'.
- Parents are very supportive of the extra-curricular activities which serve to expand the children's horizons in a wide variety of ways.

- There are frequent visits to the theatre, Stratford-upon-Avon (Y6), historical sites, museums and exhibitions. All of these bring the children into contact with people and concepts outside the school environment.
- Within school we have assemblies on a wide variety of topics, which often have a ‘multi-cultural’ content and these help to widen the children’s social and cultural awareness. We have many visiting speakers; we have a great many concerts. Girls from St Helen’s often come to give concerts.

### 3. Events to widen pupils’ cultural horizons

#### HIGHLIGHTS OF LIFE AT THE MANOR - Spring Term 2010 - Autumn Term 2010

- Y1 visit to Milton Manor
- Y2 visit to Milestone Museum
- Y3 visit to Corinium Museum and Chedworth Villa
- Y4 visit to Highclere Castle
- Y5 River Pang trip
- Y5/6 theatre trip to see Warhorse
- Y4-6 Book Club trip to London to see The Firework Maker’s Daughter
- Y6 Drugs Event
- Y4 Play
- Open Afternoon
- Manor Concert to parents
- House General Knowledge Quiz
- Manor Elections
- Y3/4 Singing Day and Concert at The Manor (including Abingdon Prep, Caldecott School, Headington Prep School and Magdalen College School)
- Y6 Globe Trip to London
- Y5/6 Drumming Workshop and Concert to parents
- Y3 Trip to Dorchester Abbey
- KS2 SATs
- Y1 Play
- Y5 three night Trip to Isle of Wight
- Y6 overnight Trip to Stratford
- Reception Assembly to parents
- Y3 Music Afternoon
- Y4 Music Afternoon
- Y5 Music Afternoon
- Y4 Trip to Sulgrave Manor
- Y3-Y6 Chapel at SHSK
- Whole School Photo
- Y2 Trip to Wittenham Clumps
- Y2 Trip to Abingdon
- Y4 overnight Trip to Ridgeway
- FOTM Country Fayre
- Associated Board Music Exams
- Y1 Trip to Roald Dahl Museum

- Y6 Play
- Y6 Jazz Afternoon and Concert at Abingdon School
- Y6 four-night Trip to France
- Manor Mini Sports Day Y1-Y2
- Many sporting events and fixtures. Highlights include:
  - Y1-Y6 House Football
  - Y3 and Y4 House Netball
  - U8-U11 Home Cross Country
  - U8 Netball Festival at Chandlings
  - Y5/6 House Tug of War
  - U12 Sunday Netball League and SHSK
  - Y3 and Y4 Badminton Festival
  - Y3-6 House Swimming Galas
  - U8-U11 Swimming Gala v Headington (The Manor beat Headington who had not been beaten for 7 years)
  - 3 x Sports Days

#### **4. Monitoring and Evaluation**

The Pupils' survey in 2009 pointed out that the school could do more to help pupils care for others outside the school and therefore we are expanding the cultural development still further to embrace this.

We have arranged training in this area for the INSET day before the Summer Term 2009.

An existing member of staff has become Cultural Diversity and Equality adviser and she is receiving suitable training.

We are expanding the range of topics covered in Assembly to include more scope to develop the pupils' awareness of other cultures (e.g. discussions of the origins of prejudice in 'To Kill a Mockingbird').

#### **5. Cross-Curricular Cultural Development**

For the details of pupils' Cross-Curricular Cultural Development, please see PSHE Departmental Handbook, Appendix 4.

### **PUPILS' SOCIAL DEVELOPMENT AT THE MANOR**

#### **1. Aims**

We encourage our pupils

- to develop an understanding of the responsibilities and rights of being members of families and communities (local, national and global), an ability to relate to others and to work with others for the common good.

- to develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.
- to exercise self-discipline and to take responsibility for their own behaviour from the Nursery class.
- to work well together both in lessons and other activities, accepting each other regardless of age, gender, race or creed.
- to respond well when given responsibility, for example games team captains and Librarians and House Captains in Year 6. These responsibilities provide opportunities to gain leadership skills, grow in confidence and develop a sense of self-worth.

## **2. How is the pupils' social development encouraged at The Manor?**

- The school's Golden Rules all encourage good social development. (Please see Moral Development for more details.)
- PSHE lessons and Circle Time
- All aspects of the pupils' moral growth, spiritual growth and cultural growth relate to the pupils' social development.
- Please see Pastoral Care and Welfare Policy for how the basic units of the school (classes, houses, sections of the school) encourage a sense of belonging.
- Y5 'Bonding' half-days introduced in September 2009. In order to help the Y5s bond as new groups, the Form Tutors each arrange unusual things for the class to do together with them in an informal setting (home clothes etc).
- Residential trips (e.g. Y4 to the Ridgeway, Y5 to the Isle of Wight and Y6 to Stratford-upon-Avon and France) all encourage the pupils' social development through learning to live together and to promote independence.
- The relationships that pupils enjoy with staff are exceptionally warm, open and friendly - all of which helps the pupils' social development as they gain in self-confidence.
- Team-building through sporting teams and musical groups and through doing club activities together.
- The School Council (2 representatives per class in Y3-Y6 who see the Headmaster every 3 weeks with proposals of how to improve the school) makes them aware of democracy in action.
- As pupils move through the school they are made aware of public institutions and services, for example a local fire brigade visits the school to explain their work. In Y1 children talk to, and interview many 'People who Help Us' in school, including the Headmaster!

## **3. Monitoring and Evaluation**

The pupils' social development is monitored constantly through discussions at Staff Meetings (please see minutes of Pre-Prep Y3/Y4 and KS2 Y5/Y6 meetings).



#### **4. Cross-Curricular Social Development**

For further examples of this, please see the appendix of the PSHE Departmental Handbook.



## **EARLY LEARNING GOALS**

Our Pre-Nursery, Nursery and Reception Years take into account the Early Years Foundation Stage curriculum, which sets out what children are expected to achieve by the end of the Foundation Stage. The Early Learning Goals are organised as 6 areas of learning:

- 1) Personal, Social and Emotional development
- 2) Communication, Language and Literacy
- 3) Mathematical development, Problem solving, Reasoning and Numeracy
- 4) Knowledge and Understanding of the World
- 5) Physical development
- 6) Creative development

The Foundation Stage Profile data is collected and submitted to the LEA at the end of Reception.

## **RELATIONSHIP TO NATIONAL CURRICULUM**

Although we do not follow the National Curriculum per se, we teach all the subjects required in the National Curriculum and seek to go beyond the confines of the National Curriculum in many areas. However, our pupils do all the Key Stage Two N.C. external tests and achieve strong results. We adapt the requirements of the Revised Primary Framework as best suit the needs of our pupils.

## **STRUCTURE OF THE CURRICULUM AT THE MANOR**

The subjects we teach (i.e. from Year 1 to Year 6) are as follows:

- Art
- Design Technology
- Drama (either formally via Drama lessons or via participation in large-scale productions).
- English (n.b. all classes have a dedicated lesson each week in the Library with our Librarian)
- French
- Geography
- History
- Information and Communication Technology
- Latin (Year 6 only)
- Mathematics
- Music
- Personal, Social and Health Education
- Physical Education
- Religious Education
- Science
- Sex and Relationship Education (as part of Science in Years 5 and 6)
- Verbal Reasoning (Years 5 and 6)

## LEARNING ACROSS THE CURRICULUM

We also aim to develop and promote the following areas of learning across the curriculum:

- Spiritual, moral, social and cultural development
- Personal, Social, Health and Economic education and citizenship
- Key skills in speaking, listening, literacy and numeracy and thinking skills

## GENERAL PRINCIPLES

### 1. Inclusion: focus on the individual child

We ensure that all pupils have the opportunity to learn, whatever their ability. Differing teaching and learning methods are used in all subjects to suit pupils' different needs, which enables all pupils in a class to make progress including pupils with LDD, those for whom English is an additional language and those who are considered 'Gifted and Talented'. For further details please see the relevant whole school policies: - the Learning Support Policy, Gifted and Talented Provision and English as an Additional Language Policy.

Our Differentiation Policy, Gifted and Talented Register and the Learning Support Register (Appendix I of the main PIP) provide further guidance for staff on differentiation within the school.

Our teaching aims to provide a broad and balanced curriculum for **all** our pupils with subject matter and activities appropriate to their age and aptitude. In planning and teaching our curriculum, we have due regard to the following principles:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs (including ensuring that suitable education is provided for children with statements);
- Overcoming potential barriers to learning and providing assessment for individuals and groups of pupils.

### 2. Use of language across the curriculum.

We aim to teach pupils in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learned, pupils are taught to recognise and use standard English.

In addition, pupils are taught the technical and specialist vocabulary of subjects and how to use and spell these words. They are also taught to use the particular language vital to understanding and expression in different subjects (e.g. language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop arguments).

**3. Use of Information and Communication Technology (ICT) across the curriculum.**

Pupils are given opportunities to develop their ICT capability by using ICT tools to support their learning across the curriculum. ICT is embedded across the curriculum in all appropriate subjects.

**4. Health and Safety.**

Especially in Design Technology, ICT, Science, Art, and Physical Education (when working with tools, equipment and materials, in practical activities and in different environments) pupils are taught:

- about hazards, risks and risk control;
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
- to manage their environment to ensure the health and safety of themselves and others;
- to explain the steps they take to control risks.

Health and Safety is a key focus in all school activities, whether inside or outside the school.

Additionally, the school embraces the following principles:

**5. Learning involves making connections.**

Our teaching aims to provide bridges between the known and the new.

**6. Learning involves achievable challenge.**

Our teaching seeks to use awareness of learners' current capabilities as a basis for creating appropriate challenges.

**7. Fun and enjoyment are important motivators for learning.**

Our teaching aims to promote a sense of spontaneity, good humour and fun.

**8. A supportive and inclusive ethos.**

Our teaching aims to create a supportive and inclusive ethos where each child feels safe, settled and secure.

## **CURRICULUM PLANNING**

Some of the principles that are borne in mind when planning the curriculum are as follows:

- **Pupils' entitlement to a broad and balanced curriculum**
- **Breadth and Balance**
  - how the different subjects contribute towards children's whole curriculum experience
  - how the subjects are planned to ensure breadth and balance within each Key Stage. This includes the different areas of learning within EYFS.

- **Continuity**
  - across the Key Stage
  - with previous and following Key Stages
  - transition from EYFS to KS1
- **Progression**
  - building on previous experiences
  - developing a greater depth and range of knowledge, understanding and skills
  - planning for more challenging material and activities
- **Coherence**
  - a vision of pupils' development in the subjects
  - linking subjects or units of work to facilitate holistic learning
- **Access/Differentiation**
  - how the details of activities ensure access to the curriculum for all
  - how these ensure all pupils reach their potential
- **Monitoring and Evaluation**
  - collecting observations and other evidence to support individual progress
  - agreeing strengths, weaknesses and ways forward
  - involves regular review

## **TOPIC TEACHING AT FOUNDATION STAGE AND KEY STAGE ONE**

In the EYFS a topic is used as a 'vehicle' for planning teaching and learning. At Key Stage One many of the subjects are taught as part of topics.

## **REVIEW**

The curriculum at The Manor is regularly reviewed in line with the evolving needs of our pupils and the best educational practice.

There is an Academic Review each January when Subject Leaders have individual meetings with the Headmaster, Director of Studies and the Academic Governor. The Subject Leaders present

- a written review of the previous academic year for their subject
- short-term and long-term development plans for their subject

There are many staff meetings devoted to the development and evaluation of the curriculum.

## **CURRICULUM OVERVIEW MEETING**

In addition to the Academic Review, a formal overview of the whole curriculum takes place in the Spring Term (from 2010 onwards) via a meeting of the Academic Committee (Academic Governor (Chair), Director of Studies and Headmaster). There is also an annual staff meeting to gain the input of all staff into the content, time allocation and delivery of the curriculum.



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Date Policy Reviewed: 18 January 2011  
Date of Next Review: 18 January 2012  
Person(s) Responsible for Review: SLT