

CURRICULUM POLICY

Date Policy Reviewed: 10 October 2018

Date of Next Review: 10 October 2020

Person(s) Responsible for Review: SLT

DEFINITION

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

The School (Governors and Senior Leadership Team) ensures that there is a written policy on the Curriculum, supported by appropriate plans and schemes of work, which provide for the matters specified below.

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 plans and schemes of work take into account the ages, aptitude and needs of all pupils, including pupils with an EHC (Education, Health & Care) plan. Where a pupil has an EHC plan the education will fulfil its requirements.

The written policy, plans and schemes of work do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

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 (Governors and Senior Leadership Team) ensures that there are appropriate plans and schemes of work for Personal, Social, Health and Economic Education which reflect the school's aims and ethos and which encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. The School ensures that the pupils receive effective preparation for the opportunities, responsibilities and experiences of life in British society.

The school aims for **all** its pupils to learn and make good progress. This includes those with special educational needs or learning difficulties; those for whom English

is an additional language; the most able; those pupils who have other particular needs such as those who perform a caring role at home as young carers (the school will decide on the additional actions required to ensure these pupils receive the support they need to achieve educationally while taking into full consideration the impact of their caring responsibilities.)

The School ensures that pupils are effectively prepared for the opportunities, responsibilities and experiences of life in British Society (please see PSHEE/PSED plans for details).

For children below compulsory school age, The Manor ensures there is a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development, and communication and language skills.

At all times, the school is committed to promoting the effective acquisition of skills in speaking, listening, literacy and numeracy. All pupils have the opportunity to learn and make progress. All pupils are given adequate preparation for the opportunities, responsibilities and experiences of adult life.

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 and Economic 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.

THE MANOR'S SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF PUPILS

The School (Governors and Senior Leadership Team) ensures that it

- a) actively promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- b) ensures that principles are actively promoted which
 - i. enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - ii. enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - iii. encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of

those living and working in the locality in which the school is situated and to society more widely;

- iv. enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- v. further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- vi. encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act; and
- vii. encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Active promotion of values and principles

The Manor's 'active promotion' is achieved through a strategy that includes PSHEE/PSED programmes, plans for assemblies, schemes of work in relevant curriculum subjects, work of the School Council, and pupil handbooks. Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

Our pupils' understanding and knowledge include:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

The Manor's Prohibition of Potential Indoctrination

The School precludes the promotion of partisan political views in the teaching of any subject in the school.

The School takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils -

- i. while they are in attendance at the school

- ii. while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school
- iii. in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere,

they are offered a balanced presentation of opposing views.

The school understands that the following are definitions of the key terms used in this part of the standard.

Partisan – in a case relating to the alleged promotion of partisan political views in maintained schools the judge considered that the best synonym or ‘partisan’ was ‘one-sided’.

Political views – views expressed for a political purpose. A political purpose is either directly or indirectly:

- to further the interests of a particular political party; or
- to procure changes to the laws of this or another country; or
- to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country.

The School follows the spirit of the following guidance by Ofsted and DfE in relation to the Marriage (Same Sex Couples) Act 2013 but understands that these principles are equally applicable to other issues.

‘It is recognised that schools with a religious ethos will want to reflect that ethos in the teaching they provide and the current framework allows that. There is no curriculum requirement on independent schools to teach about marriage but when they do so they must ensure that what they teach accords with the Independent School Standards, including on pupils’ Spiritual, Moral, Social and Cultural development. A balanced curriculum is one that, amongst other things, reflects the nature of the world we live in. If marriage were to be discussed in lessons, we would expect teachers to reflect the fact that marriage for same sex couples is part of the law of this country, but there is no requirement on them to endorse it. There is nothing in the Equal Marriage Act that inhibits the rights of teachers or schools to express religious or philosophical views about marriage in lessons. Article 9 of the European Convention on Human Rights guarantees the freedom of thought, conscience and religion, and religion or belief is a protected characteristic under the Equality Act 2010. However, teachers and schools must ensure their conduct recognises their responsibilities under those duties to others. Teachers are expected to respect the rights of others and to respect those with different beliefs; expressing a view in an unprofessional way that involved singling out pupils on grounds of sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples, would be considered inappropriate.’

Programmes of Study and extra-curricular events ensure a balanced presentation of views.

EYFS CURRICULUM AND EARLY LEARNING GOALS

Our Pre-Nursery, Nursery and Reception Years take into account the Early Years Foundation Stage curriculum, ('Development Matters in the Early Years Foundation Stage' 2017), which sets out what children are expected to achieve by the end of the Foundation Stage.

There are seven areas of learning and development. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development

There are also four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Please also see the documentation related to the EYFS curriculum, including the medium term weekly plans, in 'Whole School Plans' on the R-drive. For greater depth please also see the EYFS Departmental Handbook on the M-drive.

Summer born EYFS Profile results are submitted to the Local Authority at the end of the Reception year.

All Profiles together with a summary on the characteristics of learning are shared with parents and forwarded to the Year 1 Teacher.

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 it in many areas. We adapt the requirements of the National Curriculum as best suit the needs of our pupils.

Through our curriculum we give pupils experience of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

STRUCTURE OF THE CURRICULUM AT THE MANOR

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

- Art
- Cookery and Nutrition (Years 2-6)
- Design Technology
- Drama (either formally via Drama lessons or via participation in large-scale productions)
- English (all classes in Years 1 and 2 also have a dedicated lesson of Drama Skills/Storytelling with our Head of Drama/Storyteller. These lessons alternate on a weekly basis between Drama Skills and Storytelling)
- Forest School for EYFS and Years 1 and 2
- French
- Geography
- History
- Information and Communication Technology
- Latin (Year 6 only)
- Mathematics
- Music
- Personal, Social, Health and Economic Education
- Physical Education
- Religious Education
- Science
- Sex and Relationship Education (as part of Science in Year 5 and PSHEE/PSED in Year 6)
- Verbal and Non-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:

- Promoting Fundamental British Values
- Spiritual, moral, social and cultural development
- Personal, social, health, economic and citizenship education
- Key skills in speaking, listening, literacy and numeracy and thinking skills

PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Please see the school's Spiritual, Moral, Social and Cultural Development and PSHEE/PSED Policies.

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, Able and Talented Provision and English as an Additional Language Policy.

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 Computing across the curriculum.

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

4. Health and Safety.

Especially in Design Technology, Computing, 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 across the key stage and from one stage to another eg 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 EYFS 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 the Creative Curriculum. The Creative Curriculum aims to inspire and motivate children to enquire and learn through active and experience-based topics, to make strong connections between different subject areas and provide a purpose for the work they do. All of this is carefully planned and constructed to ensure that, in spite of the fun, the children learn and practise key skills for successful futures. The Creative Curriculum topics have included The Frozen North, Yum Yum and Castles and Crowns. This approach focuses on inspiring texts and aims to give children a reason for the work they do in class.

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 Head, Deputy Head Academic 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.