

## **Curriculum Implementation at St Paul's Primary School**

St Paul's C of E Primary School is an inclusive school. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We strive to maintain a loving and caring school community where everyone feels welcome, secure and valued.

Inspired by God's love for us, we illuminate the goodness in others. We care for and protect His children and reach out to help others flourish in their journey to the fullness of life.

The curriculum at St Paul's consists of many planned experiences in school and out: lessons, topic days, school council, assemblies, clubs, sports, WOW! trips and visits, workshops, residential camps, fund raising, and community work. Outcomes may be designed to meet the requirements of the new National Curriculum, but also to develop the skills needed for learning and for life, focusing on the whole child and recognising the importance of all aspects of a child's life.

Our vibrant and rich curriculum is designed so that the subject specific skills are scaffolded within a cross-curricular theme or context each term. In order to ensure that progression and balance is maintained, the programmes of study are then developed into medium term plans which clearly highlight the learning objectives, assessment opportunities, differentiated tasks as well as links to other subjects. These topics are designed with the end in mind, working towards a final project, show or parental event. Teachers then translate these plans into smaller units – half term, weekly, daily plans where the specific needs of the learners are addressed.

Through carefully chosen KPI's (Key Performance Indicators), we assess children's needs and measure impact on progress and attainment and, as such, teaching is carefully tailored to meet the needs of all the children.

*The aspirational outlook and vibrant curriculum combine with a commitment to cherishing each individual, enabling all pupils to flourish. (SIAMS 2019)*

### **Religious Education**

Religious Education at St Paul's follows the current Herefordshire syllabus. Teachers use the 'Understanding Christianity' document to support their planning, and several other World Faiths are taught throughout the school. While the school operates as a Church of England faith school, the study of Religious Education does not seek to urge religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another, but aims to foster a curiosity about what it means to be a spiritual person, and respect for people of all faiths and none. RE is an entitlement for all children, but parents have the right to withdraw their child from Religious Education, for whom suitable alternative provision will be made.

Collective worship is the keystone of the school; there is an outflowing of spirituality that resonates across the school, reflecting its strong links with the church. (SIAMS 2019)

RE is innovative and interesting; children relish and rise to the high expectations. As a result, religious literacy and spiritual development are of high quality. (SIAMS 2019)

Our curriculum promotes children's Spiritual, Moral, Social and Cultural development, ensuring that they are reflective and responsible citizens. Fundamental British Values are actively promoted in order to prepare the children for life in Modern Britain.

### **Literacy**

Literacy is a vital subject in our curriculum because the ability to communicate effectively, both verbally and in writing, and to comprehend the spoken and written word, lies at the heart of success, not only in all areas of the school curriculum, but in the world of work and in most aspects of everyday life.

Our aims in teaching Literacy are that all children will:

- develop the necessary skills to use the English language confidently, appropriately and accurately, to the best of their ability and in order to enjoy life in all its fullness;
- be able to speak clearly, fluently, cogently, using kind words;
- be able to listen to the spoken word attentively with understanding, pleasure and empathy, seeking and illuminating the goodness in others;
- be able to read a range of materials fluently and with understanding, for enjoyment and for information, using literature as a source for widening boundaries and learning about life in all its fullness;
- be able to write effectively for a range of audiences and purposes using spelling, punctuation and syntax accurately and confidently.

### **Speaking and Listening**

We believe that progress in all areas of the curriculum is accelerated when children learn with and from each other. Opportunities to develop as speakers and listeners abound in the teaching of all subjects and in all aspects of school life. Examples of opportunities to develop these skills range from daily worship, where children listen to clergy, guest speakers and teachers in a relatively formal setting, to lunch times, where children are encouraged to enjoy conversation whilst dining with friends from across their year group.

Active-participative approaches are taken to teaching, so that pupils explore ideas in class discussions or in small groups, in order to consolidate knowledge and understanding. We acknowledge that the opportunity to speak about a subject assists a pupil in their writing about that subject.

Opportunities for drama and public speaking arise both within and outside of the classroom, and these include annual class worship before the entire school and parents, and annual plays for Early Years and Key Stage 1, Years 3 and 4, and Year 6.

### **Reading**

Excellent library facilities and an abundance of age-appropriate books in all classrooms help engender a love of reading in pupils at St Paul's.

Rigorous Phonics teaching (in line with governmentally approved approaches) in Reception and Key Stage 1 underpins our approach to teaching children to decode text. This is

supplemented with teaching in all year groups that promotes pupils' abilities to comprehend, summarise and analyse texts. This may be through group guided reading.

## **Writing**

Active-participative, creative teaching inspires pupils to write, and progress is accelerated through clear, measurable targets, specific to each child. Threaded through the teaching are a range of high impact strategies that include demonstration, modelling, explanation, questioning and discussion. The school advocates some of the approaches promoted by Alan Peat, including his range of sentence types.

Successful spelling is a key component of effective writing. Weekly spelling tests are heavily supplemented with teaching that enables pupils to investigate and explore spelling patterns and rules. The Thrass spelling scheme supports children in becoming independent spellers and is introduced to children in Reception, with continued intensive Thrass teaching in Year 1 and Year 2. Furthermore, we believe that attainment in spelling in the early stages can be accelerated when joined handwriting is taught simultaneously with the teaching of digraphs and trigraphs; we begin to teach children cursive handwriting from Reception.

## **Mathematics**

Mathematics is important in everyday life and, with this in mind, the purpose of Mathematics at St Paul's Primary School is to develop an ability to solve problems, to reason, to think logically and to work systematically and accurately.

All children are challenged and encouraged to excel in Maths. New mathematical concepts are introduced using a 'Concrete, Pictorial and Abstract' approach; enabling all children to experience hands on learning when discovering new mathematical topics, and allows them to have clear models and images to aid their understanding.

Arithmetic and basic math skills are practised daily to ensure key mathematical concepts are embedded and children can recall this information to see the links between topics in Maths.

## **Science**

Children are natural scientists, with their eagerness to observe and ask questions. We seek to extend their curiosity about the world, enabling them to develop and evaluate explanations through experimental evidence and modelling. Pupils learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.

To encourage children's love of science, on Friday November 8<sup>th</sup> the whole school worked together to explore MACHINES. Children worked in mixed year groups to investigate levers, pulleys, pneumatics, aeroplanes, slopes and cams. Reception and year 1 explored the science of swing parks. Years 4, 5 and 6 had the opportunity to work at Bishop's High School with their teachers.

At key stage 1 children are encouraged to ask simple questions and recognise that they can be answered in different ways. They observe closely using simple equipment and perform simple tests. Our school garden enables them to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, drawing diagrams and observing how they have changed over time. They classify common animals including fish,

amphibians, reptiles and birds into carnivores, herbivores and omnivores and investigate how they are suited to their habitat. Food chains help them understand how they inter-relate in the environment. They find out about and describe the basic needs of animals, including humans, for survival (water, food and air) and health. Practical investigations with everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard enable them to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

At Key Stage 2 pupils learn about a wider range of living things, materials and physical phenomena. They make links between ideas and explain things using simple models and theories. They think about the effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, using a wide range of scientific language, conventional diagrams, charts, graphs and ICT to communicate their ideas. Topics range from rocks, magnets, light, sound, gases, space, forces, the human body and evolution.

## Geography

The world is truly a diverse and wonderful place! The study of Geography helps our pupils understand how the world in which we live shapes our lives, and how we in turn shape the world around us. At St Paul's we aim for a high quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; and the formation and use of landscapes around the world. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. We hope that in teaching in this way, our pupils become knowledgeable inhabitants of our planet, aware of its diversity and passionate about its protection.

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly or half-termly topic, focusing on knowledge and skills stated in the National Curriculum. Progression is seen in the way children's understanding of location gradually expands throughout the school - using the local area to follow maps in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on pollution in Upper Key Stage 2, becoming ever more aware of the threats our planet faces, and the role they as citizens of the world have in protecting and shaping our future. Our children should leave our school equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

## History

History gives us an understanding of who we are, and where we came from. Our aims are to fulfil the requirements of the National Curriculum for History, equipping pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world. We ensure the progressive development of historical concepts, knowledge and skills through careful planning, and aim to inspire in all our pupils a curiosity and fascination

about the Britain's past and that of the wider world, including ancient civilisations and empires;

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. In KS1, pupils are introduced to learning about changes in living memory and beyond living memory, by learning about the lives of significant people of the past, understand the methods of historical enquiry and beginning to ask and answer questions about the past. In Lower KS2, pupils learn about the history of Britain from the Stone Age to the Norman Conquest, creating a timeline into and around which a wider range of topics such as Ancient Greece and WWII are placed in Upper KS2.

History is taught as a half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum, to build an in-depth knowledge about a particular period in history, or understand how an aspect of life has changed through time. The History topics frequently form the core of our cross-curricular approach to teaching, support and engaging our pupils with work in many other subjects, including English, Art, Music and RE. In this way, children are able to gain a richer and deeper understanding of each particular period in time.

We aim for our children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of educational visits. This approach equips our pupils with the historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

### **ICT**

Computers and other IT can help pupils make accelerated progress. We support pupils to develop their skills such as researching, typing, editing and art skills. Then we use those skills in cross-curricular work. Computer programming, we use various methods including Scratch, Code club and Espresso coding.

### **PSHE/SRE**

PSHE is an ever-evolving subject which responds to the needs of children and society. At St Paul's, we follow the statutory requirements of the National Curriculum but tailor these to the needs of our children. In PSHE, we believe that Personal, Social, Health Education (PSHE) is crucial in supporting children in their personal development, and underpinning learning in the classroom, school, and in the wider community. PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and able to form and maintain positive relationships with others. Children develop an understanding of the ever-changing world in which we live, develop the skills necessary to take an active role in their community and manage their life effectively. We aim to encourage mutual respect, resilience, pride, independence and foster self-esteem in a happy and caring atmosphere. As a school, we promote the use of Values which creates a half-termly focus and underpins our PSHE curriculum. Within our teaching of PSHE we also cover a range of Spiritual, Moral, Social and Cultural (SMSC) teaching in order to prepare our children for life in Modern Britain.

PSHE (Personal, Social, Health and Economic Education) is a crucial element of our curriculum at St Paul's Primary School and underpins everything that we do.

In summary, PSHE education provides opportunities to learn about:

- **Relationships:** including developing and maintaining positive relationships and dealing with negative relationships. This has a greater focus in the new curriculum which is due to be rolled out nationwide from 2020.
- **Developing independence, resilience and responsibility:** including preparing children and young people to face life's challenges and make the most of life's opportunities.
- **Health:** including healthy lifestyles, healthy eating and exercise; mental and emotional health; drug, alcohol and tobacco education.
- **Managing risk:** including understanding personal safety and online safety; financial choices and risks; appreciating the value of taking risks in certain situations (e.g. entrepreneurial risks).
- **Economic wellbeing:** including the role of money, influences on our use of money, gambling, careers education
- **Employability skills:** including learning about enterprise, business and finance. Developing the skills and attributes to succeed at work, including communication skills and confidence.

In addition to our PSHE curriculum, we run a number of themed days/weeks (Mental Health Day, Anti-Bullying Week and many more). This not only shines a brighter light on the issues and problems but also enables us to equip children with the skills to look after each other and themselves better in an ever changing world. We have commissioned videos during our most-recent Anti-Bullying Days which are broadcasted on our school website.

### Design & Technology

Design and Technology is a subject which our pupils are involved in designing and making things from recycled materials to delicious foods. Children are taught to use tools correctly and safely, even create their own products for selling.

In Art, children have opportunities to draw, paint, print, make collages, use fabrics and threads and use clay; with our fantastic Art teacher. They are taught the skills and techniques and then given the opportunity to practise them to produce individual and group pieces of work. Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences. We are very proud of our art work at St. Paul's and the many projects we undertake; such as Mini Money Makers.

### Physical Education

PE at St Paul's creates a culture that aims to inspire an active generation to enjoy PE, encourage each other and achieve.

The aim of physical education is to promote physical activity and healthy lifestyles. Children are taught to observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. Children take part in games, gymnastic movement, dance and athletic activities using indoor and outdoor environments where appropriate. Children can take part in after school clubs and have the opportunity to compete against other schools. In KS2, children go on a residential course for outdoor activities. Children have swimming lessons from their very first year of school; Reception, and continue every year up to Year 5.

Physical education is seen as key to developing healthy lifestyles in young people and at St Paul's we provide a wide array of opportunities to develop this and sporting skills outside of the normal curriculum time. Regular Extra-Curricular Clubs are very popular and offer a wide variety of sports, including: Gymnastics (KS1), Girls and Boys Football, Fencing, Netball, Dance, Cricket, Rounders, Yoga and Athletics.

Playtimes are an important part of our pupils being happy, healthy and ready to learn. We have well-staffed and equipped playgrounds, a sports field, two adventure play grounds (one for KS1 and one for KS2), skipping ropes and an Outdoor Area specifically for the EYFS

children. Also within our vibrant EYFS area we have a new trim trail which was designed to provide opportunities for children to develop and improve fundamental skills using various body parts. Our Year 5 and 6 children can choose to become Young Sports Leader where their job is to encourage younger children to be as physically active as possible during playtimes.

## **SEN**

At St Paul's we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. All children are encouraged to achieve their full potential and to be included in the social, sporting and academic life of the school. We aim to provide educational experiences that take into account the individual needs of children, appropriate to their level of ability.

At St Paul's we work closely with families and all staff to ensure we can identify and support any child where special educational needs have been identified. We use interventions from the end of the Reception year to support those children not making the expected progress. These interventions become increasingly personalised as children go through the school. The school SENDCo is responsible for monitoring and organising the support for those children on the Special Educational Needs Support List although all class teachers are responsible for the daily teaching and learning of every pupil in their class. All teaching should be aimed at moving those pupils with special educational needs on to their next steps in a way that motivates them and ensures they feel confident and proud of their achievements.

## **Music**

St Paul's music department is highly regarded for both vocal and instrumental accomplishments. We enjoy playing and singing music from a wide range of genres, including and enthusing children from the very youngest to the eldest members of our school. Our school choir has gained an excellent reputation over the years and we regularly sing at events in and around the local area. There are numerous opportunities throughout the year to perform to friends and families in school music concerts, productions, assemblies and church services.

A high proportion of our children receive peripatetic instrumental lessons during school time on instruments such as piano, guitar, drums, violin, cello, flute, oboe and trumpet. Our Year 3 children also take part in 'Wider Opportunities' sessions, which are run by specialist teachers from the Herefordshire Music Service.

## **MFL**

At St Paul's we provide children with a good start in acquiring a modern foreign language. Our main focus is on French and children will have lots of opportunities in class to develop their spoken, written and listening skills throughout their time in Key Stage 2. We also provide opportunities at lunchtime and after school to learn French and Spanish with specialist "La Jolie Ronde" teachers. The extra-curricular French and Spanish classes are open to children in Key Stages 1 and 2. Within our rich curriculum, we strive to encourage all of our pupils to develop an awareness of and respect for other countries and cultures.