

St Laurence Church Infant School

Curriculum Policy



Approved by: Governing Board

Last revised on: November 2023

Next review due by: November 2026

Vision

Our school vision is to promote in children, staff and families a:

"Love of learning, life and one another"

The Good Samaritan Luke 10:25-37

Jesus was a teacher. He was asked about the laws to "Love God and love your neighbour as yourself." He told the parable of 'The Good Samaritan' to help explain what this means.

We **love to learn** new things, just like the followers of Jesus who were **curious** and asked him questions to help them understand.

We **love life**: The Good Samaritan saved the Jewish man's life. All life is precious. Jesus came so we can have "Life in all its fullness." We can honour this by developing the talents God has given us, and developing our relationship with God.

We **love one another** as ourselves: the parable teaches us that we shouldn't let someone's background, lifestyle or what we think we know about them change how we treat them. The Good Samaritan didn't discriminate against the injured Jewish person even though people thought they should be enemies. We treat other people how we would like to be treated.

The Good Samaritan showed **care** and compassion as we do for each other by helping, being kind and putting things right when they go wrong. We forgive each other and we do small things that make a big difference. These things help make our school **community** be a happy place to belong.

Jesus was **creative** in making up stories to help explain about God in a simple way. We embrace our own imagination in our learning and play as we recognise we have been "made in the image" of our Creator God.

Jesus was a great communicator: people travelled to listen to him speak. We learn to **communicate** our values by speaking, writing and with our actions. By being courageous advocates, we can speak up for what is right. We don't want to be bystanders like the first two travellers in the story!

At the end of the parable, Jesus challenges us to "Go now and do the same." He believes in us and so we believe in ourselves that we can do great things. We challenge ourselves to do our best and show resilience when things go wrong.

Jesus challenges us to love each other, even when it is hard and that is at the heart of everything we do.

Love for learning, life and each other

Curriculum Aims

The aim of the St Laurence Church Infant School Curriculum is to ignite a love of learning in all pupils and foster a sense of belonging to our school community. We ensure the statutory entitlement of every pupil to a balanced provision of all subjects within the National Curriculum is met and ensure all pupils achieve well in all aspects of the curriculum. The school provides a fun, engaging and inclusive curriculum which enables pupils to develop knowledge, acquire skills, use subject specific vocabulary and be able to choose and apply these in relevant situations. Our curriculum also supports pupils' spiritual, moral, social and cultural development which is centred around our Christian Vision 'Everyone to learn and grow with God'.

Our curriculum aims are underpinned by a number of key life skills we wish to develop in all our pupils; these are called 'drivers' as they drive the planning and implementation of our curriculum so that the children's success is at the heart of all that we do. These have been selected through consultation with all staff who have identified the specific and unique needs of the children at St Laurence Church Infant School.

We believe school should be a memorable and exciting time for all children, with memories and experiences that a child will remember and treasure on their education journey. Key questions such as "What do you remember from when you were in primary school?" and "What made it memorable?" were discussed by all staff and the answers to these questions centred around real experiences, fun activities, memorable moments and a sense of belonging. We decided that if we want our learning to be memorable then we need a curriculum that is engaging, relevant and practical. From this we looked at what we want our curriculum to deliver and what qualities we want to develop in our children to give them the best possible start in their lives. Using these ideas, we created the vision for our curriculum. We call these our 'drivers' and they are embedded throughout the school environment. They help to drive and shape the curriculum.

We have identified five key areas that act as the drivers for our curriculum.



Feel part of a Community
Be Creative
Develop Curiosity
Communicate confidently
Care for ourselves, others and our world

Love for learning, life and each other

As a UNICEF Rights Respecting School, we share the vision of placing the Rights of the Child at the heart of the school ethos and curriculum. We achieve this by embedding the United Nations convention on the rights of the child (UNCRC) into all aspects of school life. Our inclusive school curriculum enables our children to realise their own rights and the rights of other children, locally, nationally and globally enabling them to become citizens of the world.



As a Church School, our curriculum is firmly rooted in Christian faith and belief. We value all of our children, whatever their background or ability. We expect them to show compassion, consideration and respect for others in the hope that they will develop into caring and responsible citizens. We encourage truth, honesty, fairness, loyalty and perseverance in-keeping with our school rules of Be Ready, Be Respectful and Be Safe.

Personal faith and belief is a very individual matter and cannot be taught. However, we do aim to give children a sound understanding of what it is to be a Christian, and provide opportunities from which belief and faith may stem. We also provide the opportunity to study other faiths and the ways in which those faith communities conduct their religious and spiritual lives.

We know that children will enter our school with differing levels of academic, physical and social development. We aim to cater for different needs, and for each child to achieve success and make progress. That success will be valued whatever the level of achievement.

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#) and the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#) which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

Love for learning, life and each other

- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. The EYFS leader is responsible for the implementation of the curriculum in reception and the KS1 Leader is responsible for Years One and Two. Each of the subject below has a subject leader who leads on the individual's subject intent, implementation and impact.

- English - Reading and Writing
- Mathematics
- Science
- Religious Education
- History
- Geography
- Art and Design
- Design and Technology
- Computing
- Personal, Social, Health & Economics (PSHE) including Relationships Education
- Music
- Physical Education

Further details can be found in each Subject's Policy.

Organisation and planning

There are two Key Stages:

Early Years Foundation Stage

Reception (aged 4/5 years) three classes of 30 children

Key Stage One

Year One (aged 5/6 years) three classes of 30 children

Year Two (aged 6/7 years) three classes of 30 children

When implementing our curriculum, staff ensure our Curriculum Drivers, UNRC rights and our Christian Vision underpin the teaching and learning for each subject. For each area of the curriculum, the Knowledge, Skills and Vocabulary for each year group is carefully planned and mapped out to ensure children not only meet the requirements of the [National Curriculum programmes of study](#) and the [Early Years Foundation Stage \(EYFS\) statutory framework](#), but goes beyond this to ensure they are ready, by the time they leave our school, for the Key Stage Two curriculum. Subject leaders have worked alongside colleagues at St Laurence Church Junior School to ensure the progression between phases enabling the children to continue their learning and further develop these key skills.

Our curriculum is mapped out for each half term and has a 'learning focus' which encapsulates the teaching and learning and provides a platform for trips, hooks and workshops. Subject are mapped out to ensure progression and sufficient time is given to go above and beyond statutory requirements. Alongside these maps, medium term plans are used to ensure day-to-day learning in each subject matches the Knowledge, Skills and Vocabulary Progression documents and learning is made fun, engaging and meaningful. Relationships Education and Health Education is included in the curriculum for PSHE, Science and RE. The teaching of Relationships Education is compulsory in primary schools. Parents do not have the right to withdraw their child from any of the Relationships Education provided.

Further details for each subject can be found in the relevant subject policy and further information on how our early years curriculum is delivered can be found in our EYFS policy.

British Values

At St Laurence Church Infant School we promote fundamental British values through our ethos, the curriculum, spiritual, moral, social and cultural development, and through our work as a UNICEF Rights Respecting School. We reinforce and promote British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs as demonstrated below:

Love for learning, life and each other

Democracy



We have a School Council which is made up of two members from each class. These representatives are nominated and voted for by their classmates. They meet regularly to discuss a range of issues. The discussions are then fed back to the rest of the class where they can all share their views and thoughts. Opportunities for voting are also promoted within classrooms for example to choose which story to read, or whole class rewards

The Rule of Law



Our School Rules are clearly outlined in our Behaviour Regulation Policy, which is also shared with parents and carers. At the beginning of the year class teachers discuss these rules with their pupils and the rules are regularly revisited. There are rewards for following the school rules and restorative actions if the rules are broken. We ensure that children understand that rules are there to protect us and are essential for our wellbeing and safety. Children are also taught the importance of forgiveness and being allowed to make a fresh start. Safeguarding is mapped out across our curriculum with themes such as e-safety regularly discussed with children in computing lessons and in assemblies. All members of the school community sign our Acceptable Use Policy and pledge to use the internet safely.

Individual Liberty



We encourage our children to make their own choices, knowing that they are in a safe and supportive environment. Through our PSHE lessons we discuss the different choices they may make and the consequences of those choices. Children are continually encouraged to make the right, safe choice by all adults working in school. The importance of making safe choices when online is explored through our Computing curriculum and regular updates to children. We make children aware of the Convention on the Rights of the Child in an age appropriate way.

Mutual Respect



As a UNICEF Rights Respecting School, mutual respect is at the heart of our ethos and values. Children learn that their behaviour has an effect on their own rights and those of others. We are an inclusive school where everyone is valued and has a contribution to make to the school. Children learn that their behaviours have an effect on their own rights and those of others. Children are encouraged to respect each other throughout the day and they see this attitude modelled by the adults in the school. Further details can be found in our school's Behaviour Regulation Policy

Tolerance of those of Different Faiths, Beliefs and Way of Life



As a Church of England school, the Christian faith and its values are an integral part of the children's day to day experiences. Children are taught an understanding of different faiths and beliefs through the RE curriculum. Children within our school with different faiths are encouraged to share their practices and special celebrations. Our curriculum includes learning about a range of cultures and ways of life to raise children's awareness of how any differences should be treated with respect and tolerance.

Religious Education and Collective Worship

An Act of Collective Worship takes place each day and we also attend St Laurence Church, Northfield to celebrate some of the main Christian festivals. Further details of our rhythm of worship can be found in the Collective Worship policy.

As a church school, Religious Education (RE) is considered a core subject and is taught every week. Children explore the Christian perspective on faith as well as finding out about other major world religions. Further details of RE can be found in the RE Policy.

Parents have the right to withdraw their child from all or part of the Religious Education and Collective Worship provided. The Headteacher must be informed if parents wish to exercise this right. Alternative provision can be arranged for children at these times.

Inclusion

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

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds

Love for learning, life and each other

Pupils with SEN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring and assessment

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through

- Termly reports from subject leaders to the governing board.
- Meeting with curriculum leader and subject coordinators to review the curriculum delivery
- Joint Learning Walks
- Meetings with School Council or particular groups of children.
- Discussion of Headteacher's report

Subject leaders and the Curriculum leader monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks
- Book Looks, Floor Books and other physical evidence
- Pupil Voice

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment for Learning policy
- Behaviour Regulation policy
- Learning and Teaching policy
- SEN policy and information report
- Equality information and objectives
- Subject policies
- E-Safety policy
- Collective Worship policy