



# St Laurence Church Infant School

## Curriculum Policy

### Curriculum Intent

The curriculum is all the planned experiences we provide for our pupils in order to develop an enjoyment of and commitment to learning. It includes not only the formal requirements of the National Curriculum and Early Years Foundation Stage but also includes the 'hidden curriculum' which is all the other things children learn from just being in school. St Laurence Church Infant School gives children full access to a broad and balanced curriculum, enabling them to achieve the highest academic and personal standards possible, promoting their spiritual, moral, social and cultural development and beginning to provide them with the challenges and life skills they will need in order to take their place in modern British society. As an infant school we know that our children need a solid foundation in literacy and numeracy. As a Church of England School we recognise R.E. as a core subject.

When planning a curriculum for our school we have established the following principles

- Our curriculum will be child centred - encouraging their innate curiosity, developing their creativity and allowing them to make connections in their learning
- We have ambition and high expectations for all and believe in an inclusive curriculum
- Through our curriculum children's physical skills will develop and children have many opportunities to experience outdoor learning
- Adherence to the school's Christian values and compassion is a guiding tenet
- Children know how to make a positive contribution to their community and the wider society including a developing awareness of global issues

The school strives to provide a curriculum that all pupils will find enjoyable and that helps them to understand the relevance of their lessons. Equal value and recognition is given to pupils' strengths in all areas of the curriculum. We hope that they will develop a love of learning that will stay with them throughout their education and into adult life.

Our values are 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.

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.

### Curriculum Implementation

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

The curriculum time for each Key Stage is 22 hours and 5 minutes per week. This time excludes registration, Collective Worship, break and lunch.

Children in Reception are in the Early Years Foundation Stage. There are seven areas of learning and development that must shape educational programmes in early years settings. All areas 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 prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Providers must also support children in 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

Children in Year One and Year Two are in Key Stage One (KS1) and are taught twelve curriculum subjects:

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

The curriculum is enhanced by educational visits and visitors into school. The extended curriculum also features workshops and whole school activity weeks.

Relationships Education and Health Education is included in the curriculum for PSHE, Science and RE. From September 2020, 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.

## **British Values**

At St Laurence Church Infant School we set out to work with our families to help our children become thoughtful, caring and responsible members of society who treat others with respect and tolerance, regardless of background.

We promote the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

### 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 which toys to select for Golden Time.

### The Rule of Law

Our School Rules are clearly outlined in our Behaviour 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 clear sanctions for breaking them. The rewards and sanctions are displayed in every classroom on our Star Award Charts. 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. Elements of the History curriculum also enable children to explore the roles of law and authority in the past, for example through learning about the Gunpowder Plot.

### 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 using the Internet is explored through the Computing curriculum. We make children aware of the Convention on the Rights of the Child in an age appropriate way.

### Mutual Respect

Our whole school ethos is built around mutual respect. 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.

### 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**

We aim to promote the spiritual growth of the children and hope to lay the foundations for a mature adult faith in Christ. Religious Education is mostly Christian and linked to the Church Year. We also teach the children to be aware of and respect other religions.

An Act of Collective Worship takes place each day. Parents are invited to join us on Mondays for our Amazing Attitude Award Assembly when children's special achievements during the previous week are celebrated, on Thursdays when a member of the local clergy leads our worship and on Friday when we celebrate outside achievements and celebrate birthdays. We attend St Laurence Church to celebrate some of the main Christian festivals.

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.

### **Assessment**

Assessment for Learning tells us what the children know and, therefore, helps us to plan the next stage of their learning. In Reception ongoing assessment is recorded throughout the year in an Early Years Foundation Stage Profile for each child. From September 2021 they will also be assessed for the Reception Baseline which is used as a starting point to judge their progress by the end of Key Stage 2.

The Phonics Screening Check is a statutory assessment for all children at the end of Year One. It is designed to confirm whether individual children have learnt phonic decoding to an appropriate standard. If children do not achieve the required score in Year 1 they are required to resit the Phonics Screening Check in Year 2.

End of Key Stage One Assessment for children in Year Two takes place in the Summer Term to measure progress in English, Mathematics and Science. Teacher assessments are supported by practical tasks and written tests, which are also known as SATs (Standard Assessment Tasks and Tests). These are designed to help inform the final teacher assessment judgement reported for each child at the end of Key Stage One.

### **Home Learning**

The time and encouragement parents/carers give to support their child's learning at home will benefit them greatly as they enjoy sharing their experiences.

We particularly encourage the children to listen to stories, share and talk about books, and read at home. We hope that sharing books will be a pleasurable experience and foster a life-long interest in reading.

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