

Our Curriculum

Introduction

At Biddick Hall Infant and Nursery School we meet statutory requirements by delivering the early years foundation stage curriculum, the national curriculum and the locally agreed syllabus for religious education.

We have taken great care to design our curriculum to achieve our vision and ensure our school values underpin it.

Vision

Our vision is to provide high quality learning experiences in an environment where children feel safe and where enjoyment and achievement are promoted and valued.

We strive to have respectful, resilient children with the recognition of a can do approach to learning. We believe this is achieved through the delivery of an innovative, interactive curriculum, which promotes inclusion and independence.

Aims

- To promote a love of learning in all pupils and nurture a growth mind set.
- To ensure there are strong relationships between all learners in school (pupils and staff).
- To ensure education in all subjects of the national curriculum/EYFS are met.
- To enable pupils to develop knowledge, understand concepts and acquire skills so that they leave Biddick Hall Infant and Nursery School fully prepared for the next stage of their education.
- To support pupil's spiritual, moral, social and cultural development.
- To support pupil's physical development and enable them to be active.
- To promote a positive attitude towards learning.
- To ensure equality in education with high expectations for every pupil and appropriate levels of challenge and support.
- To provide a range of relevant learning experiences that challenge, stimulate and promote thinking and independence in learning.
- To help children to respond positively to challenge and persevere in order to solve problems.
- To enable children to take their place as responsible citizens in society with the life skills necessary for them to be successful.
- To ensure children have respect for themselves and others.
- To raise aspirations and develop ambition within all children.

Organisation

- The acquisition of a wide and rich vocabulary sits at the heart of our curriculum design. We believe this supports pupils in their ability to think, to express and to reason.
- Promoting the enjoyment of reading and love of books is a key feature across our school, the use of exciting and stimulating texts is integrated into our curriculum design/planning.
- We recognise the importance of creating links within learning, believing that where links are effective children are able to apply their knowledge and skills across subjects/ areas of learning.
- Foundation subject plans are set out in blocked weeks and subject leads work together to ensure there is a common thread flowing through to ensure children are embedding knowledge, skills and understanding.
- Our approach to curriculum planning allows children to study all areas of the curriculum in depth quickly building on prior learning in blocked sessions.
- The focus of a blocked curriculum unit can be used as a context for writing with children being asked to write about what they have experienced.
- Our curriculum is enriched by experiences outside of the classroom in the wider environment, local community and through visitors into school.
- Literacy and numeracy are taught on a daily basis. Key literacy skills are also taught through phonics lessons, one to one reading sessions and daily story times.
- Foundation subjects are either taught on a weekly basis or blocked depending on the subject.
- Every year the whole school takes part in curriculum focus days/weeks. The inspiration for these days is based on the current priorities for the school and curriculum content.
- Our curriculum design is based on a keep up not catch up philosophy with most children taught in their classes with support and intervention given at the point of teaching.
- Post teach phonics/phonics intervention is delivered in small groups or one to one outside of the classroom.
- In the EYFS all areas of learning are addressed through child initiated enhanced and adult led activities. Learning is planned around a focus linked to one of the areas of learning which children explore across the week/weeks.

National Curriculum

The curriculum provided for our pupils will cover the following national curriculum subjects:

- English
- Maths
- Science
- Art & Design
- Computing
- Design Technology
- Geography
- History
- Music
- Physical Education (PE)
- Religious Education (RE)
- PSHE (Personal, Social and Health Ed)

Our curriculum approach does not fully prioritise core subject learning at the expense of a broad and balanced curriculum or pupil's holistic development. Planning in each subject supports and enhances learning in other subject areas.

English Subject Statement

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Reading

The Rose Review (2006) set out a reading model – The Simple View of Reading. The model was designed to show that skilled reading requires two processes:

- word recognition processes – using phonic rules to read words
- language comprehension processes – understanding of language

Phonics

Our approach to teaching phonics is through the linguistic phonic programme: Sounds-Write. Sounds-Write begins with the sounds in the language and moves from the sounds to the written word. In order to become a fluent reader and speller of English the learner must have a sound understanding of **conceptual knowledge** and **skills**.

The Sounds-Write programme develops the understanding of:

Conceptual Knowledge

1. Letters are symbols (spellings) that represent sounds.
2. A sound may be spelled by 1, 2, 3 or 4 letters.
3. The same sound can be spelled in more than one way.
4. Many spellings can represent more than one sound.

Skills

1. Blending – the ability to push sounds together to build words.
2. Segmenting – the ability to pull apart the individual sounds in words.
3. Phoneme manipulation – the ability to insert sounds into and delete sounds out of words.

Daily whole class phonics lessons, 30 minutes in length, are taught in Reception to Year 2. Group and 1-1 phonics interventions, and post teach lessons are also implemented.

General teaching points for Sounds-Write lessons –

- **The lessons are written in a script format** to enable the teacher to use accurate language from the start.
- **The sounds are presented in the context of a whole word, not in isolation.** No previous knowledge of sounds is needed before starting these lessons.
- **Always refer to the sound, not the letter name.**
- **Precise pronunciation** of consonants is vital. Pupils should say the individual sounds separately and without an attached vowel, for example /b/ not 'buh'.
- **Continuants** are emphasised to help pupils with blending and segmenting.
- **The teacher's gestures** are very important. They let the pupils know exactly what we want them to do. Pupils should also be encouraged to use the gestures themselves.
- **Writing/Spelling** is a part of each lesson. Teacher uses whiteboard which can be seen by all children. Each child has something on which to write.
- **The Lesson Plans** have two sections:

Main Lesson: is suitable for any number of pupils: whole class, small group or individuals. This lesson is usually presented first. It requires little or no advance preparation of materials.

Follow-Up Lessons: These are useful extensions and variations of the main lesson, designed, primarily, for use with pupils seated at tables. All are suitable for whole-class work. Each lesson begins with a list of required materials, some of which need advance preparation.

- **Teaching through errors** forms a very important part of the Sounds-Write teaching approach.
- **Word lists and stories:** word lists and stories are provided to support lessons.

The Sounds-Write Programme consists of 3 sections:

1. **The Initial Code** – Lessons 1-5
2. **The Extended Code** – Lessons 6-10
3. **Polysyllabic Words** – Lessons 11-15

The Initial Code

In the initial code, children will learn:

- to segment, blend and manipulate sounds in words with the structure: CVC, 2 consonants in final position, 2 consonants in the initial position, 3 adjacent consonants.
- sounds can be represented by spellings with one letter, some spellings are written with a double consonant and some spellings are written with two different letters.

The code knowledge is set out on p84 of the Sounds-Write programme.

The Extended Code

In the extended code, children will learn:

- to segment: to spell words containing the target sound.
- to blend: to read words containing the target sound
- to manipulate alternative sounds in and out of words.
- a sound can be represented by more than one spelling.
- the most common spellings which represent the target sound.
- a spelling can represent more than one sound.
- the most common sounds represented by the target spelling.

Polysyllabic Words

In Polysyllabic words, the children will learn:

- to segment: to spell polysyllabic words by segmenting them first into syllables, and then each syllable, in turn, into sounds.
- to blend: to read words by first blending sounds into syllables, and then syllables, in turn into words.
- some words are made up of more than one syllable.
- the spelling of common syllables, such as prefixes and suffixes.
- some polysyllabic words contain schwas.

Daily lessons should be a combination of 3 Sounds-Write lessons, no less than 2. All staff delivering phonics teaching must have completed and passed the Sounds-Write training and assessment.

Phonics Books

In order for children to practise by reading texts closely matched to their level of phonic attainment, that do not require them to use alternative strategies to read unknown words we have purchased books from the following publishers:

Phonicbooks – Dandelion Launchers (Initial Code) and Dandelion Readers (Initial and Extended Code)

Sounds-Write – Initial and Extended Code Books

Phonicbooks and Sounds-Write books are aligned to the Sounds-Write Programme.

Dandelion Launchers have 1-2 lines of text per page.

Dandelion Readers have 3-4 lines of text per page.

Sounds-Write Books mainly consist of 1-2 paragraphs per page.

Children in Reception and Year 1 must read a phonics book to a Sounds-Write trained adult before it can be taken home to practise. The aim for children in year 2 is that they will have acquired enough phonics knowledge to read a range of texts. Those children, in year 2, who have not acquired those skills, will continue to read phonics texts matched to their phonic attainment.

Comprehension

From Nursery to Year Two, we use stories and non-fiction texts to develop children's understanding. We have dedicated story times in all year groups. KS1 children have a weekly focus for their story times which supports the children to develop a range of comprehension skills. The teachers choose from a bank of suggested literature to share with the children to help promote a love of reading from an early age and to help with early vocabulary development. In year 2, two comprehension lessons are timetabled weekly alongside daily story times. We operate a weekend library in every year group, for families to share books together; EYFS children choose from a bank of stories, KS1 children access the school library to choose a fiction or non-fiction book. Children also develop comprehension skills through discussions in the Wider Curriculum subjects. Subject leads purchase texts to support the learning in their subjects.

PSHE/RSE Curriculum Statement

At Biddick Hall Infant and Nursery School, we teach PSHE and RSE as set out in this policy. The Department for Education has introduced a compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

Definition of RSE with reference to the Relationships and sex education and health education guidance 2019. “In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness.”

“We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.”

PSHE/RSE Content and how it is taught:

Our PSHE and RSE sessions are taught through following a local authority developed scheme “One Life”. One Life sessions are often link to British values themes and KidSafe sessions. As a school, we also delivery KidSafe to our children in Reception, Year 1 and Year 2. We have staff who are KidSafe trained. The children undertake the Kidsafe program from the EYFS and this continues with refresher sessions in KS1. These involve the children learning to respect each other, recognise appropriate and inappropriate behaviour and know how to deal with such behaviours.

We also use “Operation Encompass” sessions as part of our PSHE curriculum. We have had an experienced School safeguarding Learning Office in school to support staff with delivering the new RSE guidance and team teaching together to show how Operation Encompass sessions can support the learning of RSE statements.

The PSHE lead has created unit plans for KS1 for each half term. The Unit plans clearly state the relationship and health objectives that are to be delivered in each PSHE and RSE session. The PSHE lead has also created a long term overview that states the topic that is focused upon each for Year 1 and Year 2. In KS1, PSHE and RSE sessions are taught daily. All sessions are planned for in the unit plans. This supports teachers in delivering focused PSHE and RSE sessions daily and with a clear purpose relating to the learning objectives.

Although when PSHE and RSE are taught as a discreet subject, it also has a significant and high profile place in our school assemblies where discussion about a wide range of issues sets the climate for learning within the school. We also develop PSHE and British Values through various activities and whole-school events, for example the School Council have an important role in gathering pupil voice and expressing them to the Head Teacher and PSHE Lead. At our school, we value the opinion of the children and involve them in decision making through the School Council. Each class participates in Democracy week. Children nominate and then vote for the children they think would represent their class well.

Topics delivered in our PSHE/ RSE sessions

The overview of PSHE/RSE sessions and topics can be found on our school website. The topics are planned with the focus of delivering the Relationships and Health learning objectives. The learning objective themes can be seen below as set in the RSE guidance 2019.

Relationships: Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will teach children how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Health: Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body (ages 9 to 11 – covered in KS2)

Our teaching is developed to show respect for others and for difference, and educate pupils about healthy relationships. We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils should receive teaching on LGBT relationships, which is delivered for example, through teaching about different types of family, including those with same sex parents.

PSHE/RSE sessions accessible by all children with equal opportunities

We teach PSHE and RSE to all children regardless of ability. Teachers provide learning opportunities matched to the individual needs of the children, taking into account those with learning difficulties and also the more able. We take into account the targets set for children in their Individual Action Plans. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We aim to provide all pupils with equal access to all aspects of school life and work to ensure that every child is valued as an individual, regardless of sex, race, disability, religion or belief, or sexual orientation, gender reassignment, nationality, ethnic or national origins. This is in accordance with the school's Equal Opportunities policy (Equality Act 2010).

Safeguarding of disclosures

Occasionally pupils may make personal disclosures in class or to individual teachers particularly in PSHE where discussion is encouraged. The disclosure may refer to inappropriate activity the child has been part of or has experienced. The whole school is clear about their legal and professional roles and responsibilities as outlined in the Safeguarding Policy and any disclosures would be followed appropriately and timely in accordance to our Safeguarding Procedures.

Parents' Right to Withdraw:

The school is well aware that the primary role in children's Relationships and Health Education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE and RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. There is no right to withdraw children from PSHE lessons because as an

Infant school we only teach the Relationship and Health aspects of the guidance. We do not teach the Sex education aspects and therefore children cannot be withdrawn from sessions. Any parent/carer who is concerned with the content of the PSHE/RSE sessions can speak to our Head teacher or PSHE lead for further information.

Development and Reviewing of PSHE/RSE Policy

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – the PSHE lead, pulled together all relevant information including relevant national and local guidance and reviewed the previous policy
- Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
- Pupil voice – we listen to what pupils want from their RSE and PSHE lessons and the way they learn most effectively. Teachers pass this information on to the PSHE lead to include in the Unit plans. Teachers use professional judgement to deliver the planned sessions through learning styles that suit their own class needs (group discussions, group projects, paired tasks, independent tasks, reflection tasks, presentations etc.)
- Ratification – the Curriculum policy was shared with and reviewed by governors.
- Parent/Carer consultation – The Curriculum policy and PSHE/RSE long term overview is available and shared on our school website. Parents are welcomed to read through the policy and contact school to discuss any concerns or queries regarding the delivery of our PSHE/RSE Curriculum. The Head Teacher, Assistant Head Teachers and PSHE Lead will be available to discuss any requests.

Reviewing: The PSHE/RSE statement will be reviewed and update annually as part of our curriculum policy. The PSHE Lead will liaise with the Head teacher and curriculum lead to ensure all updated guidance is included and shared with parents, staff and governors.

The long term overview will be updated annually to show what we are teaching in school with regards to PSHE/RSE sessions.

Due to be reviewed: September 2021

Planning

Long term planning is an overview of the subjects taught across blocked weeks with information on the focus covered in each of the units.

Medium term planning identifies what is to be taught from the national curriculum/EYFS curriculum and the skills to be covered. Tier 2 and tier 3 vocabulary to be taught is identified to ensure children have the language to question, think and reason.

A progressive teaching sequence and clear expectations of evidence for assessment are also included.

Short term planning details what will be taught in individual lessons.

Roles and Responsibilities

Curriculum Lead

The curriculum lead maintains an overview of the curriculum provided by the school. She works alongside the head teacher on a range of strategic planning, monitoring and evaluative tasks.

Subject leads

The subject leaders provide leadership and direction for their subject(s). This includes ensuring that they keep up to date with developments in their subject at both national and local level.

They have responsibility of reviewing school performance within the subject and planning for improvement including supporting and advising colleagues.

Leads will also review their curriculum plans ensuring there is full coverage of the national curriculum and other statutory requirements. They will also ensure progression is clearly planned for and they take responsibility for resource management.

Monitoring and Evaluation

The Head teacher has the overall responsibility for the quality of teaching and learning and outcomes in terms of attainment and progress. Monitoring and evaluative tasks will be undertaken in partnership with the curriculum lead. These tasks will link into a programme of monitoring, strategic improvement plan priorities and actions as well as the performance management of teaching staff. The Head teacher and curriculum leader will report their findings through regular reports including the termly head teacher report

