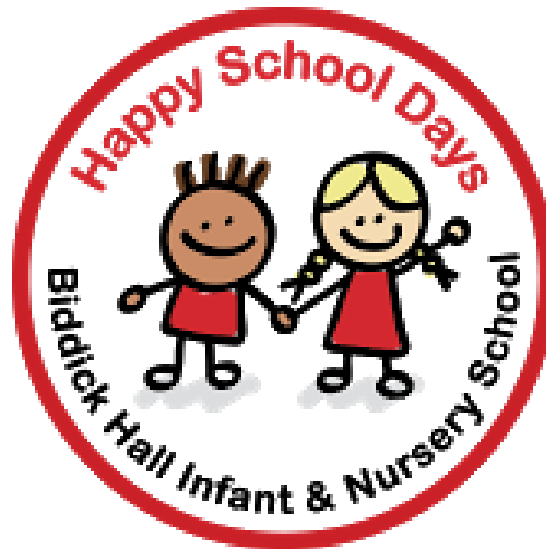


Biddick Hall Infant and Nursery School



Curriculum Policy

Date policy approved by Governing body: June 2026

Date due for review: June 2027

Signed by Chair of Governors: B Foster

Signed by Head teacher: J Storey

Our Curriculum

Introduction

At Biddick Hall Infant and Nursery School we meet statutory requirements by delivering the EYFS Statutory Framework, 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.

Intent

Our intent is to provide high quality learning experiences in an environment where there are strong relationships between all learners in school (pupils and staff). The Biddick way ensures children feel safe and enjoyment and achievement are promoted and valued. Our approach focuses on our three school rules of **stay safe, show respect** and **achieve**.

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**.

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 firmly believe that by prioritising reading we will 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 taking their place as responsible citizens in society with the necessary skills to be successful.

Implementation

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.

Planning supports reviewing learning at key moments.

Science, History, Geography, RE, Art and design and Design and Technology 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 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.

English and Maths 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 a focus on quality first teaching, support, intervention and challenge given at the point of teaching.

Phonics intervention is delivered in small groups or one to one outside of the classroom.

In EYFS all areas of learning are addressed through adult led activities, high quality environments, purposeful interactions and child initiated play. Learning is planned around a broad topic each term with the flexibility to be responsive to children's needs and interests.

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 prioritises core subject learning within a broad and balanced curriculum which supports pupil wellbeing and preparation for next steps. Planning in each subject supports and enhances learning in other subject areas.

Planning

Long term planning is an overview of the subjects taught across blocked weeks and terms.

Medium term planning identifies what is to be taught from the National Curriculum/EYFS Statutory Framework and the skills to be covered. Key vocabulary is identified in all subjects to enable children 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.

EYFS Planning

EYFS long term planning outlines broad themes, possible areas of interest and whole school events whilst maintaining flexibility to incorporate children's own interests. These themes are introduced in Nursery and re-visited and built upon in Year Reception. Experiences, resources and opportunities within these themes provide the foundations to prepare children for later learning in discreet subject areas.

Medium term planning sets out the progressive teaching sequences for Phonics, English and Maths along with topic webs linked to EYFS framework.

Short-term planning details what will be taught daily.

Impact

Our curriculum will:

- be accessible to all irrespective of background and starting point.
- ensure our children have a secure understanding of the prime areas of learning (EYFS) and the core subjects (KS1) essential to ensuring that children develop wider skills and knowledge across the full curriculum.
- ensure our children are respectful, resilient children with a 'can do' approach to learning.
- ensure our children demonstrate 'The Biddick Way' benefiting themselves, their friends and the community in which they live.

Inclusive approaches

Our curriculum is delivered through every day high-quality inclusive teaching using appropriate adaptations for children with barriers to learning including disadvantaged pupils, those with SEND, those who are known (or previously

known) to children's social care, and those who may face other barriers to their learning and or wellbeing.

We use an instructional approach to teaching, this model ensures all students acquire, retain, and master new knowledge and skills. Based on Rosenshine's Principles of Instruction and Cognitive Load Theory; teachers present information in small steps, teachers introduce concepts, demonstrate skills and verbalize their thinking and thought processes. This is explicit modelling. Through guided practice, teachers and pupils work collaboratively. Teachers scaffold to guide pupils, check their understanding, provide feedback to correct misconceptions. Pupils engage in independent practice to build automaticity and fluency.

Retrieval Practice can be used throughout all steps; in preparation for a new concept/topic, during collaborative learning to check for understanding and after the independent phase to ensure learning has stuck (spaced retrieval).

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



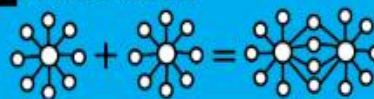
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Through our work with Hywel Roberts: Independent Thinking Associate, we recognise that deep learning begins with real investment. We use 'Let's say' imaginative scenarios and narrative driven approaches to hook children's interests from the beginning of a topic/theme. These approaches activate a child's natural curiosity and empathy which enable them to become active participants; for example being weather reporters, planning Paddington Bear's travels around the UK, homing animals and helping a farmer.

“Let’s say’ is an invitation to the imaginative realm; a story world...we’re shifting stance and opening possibility, using narrative and story as a washing line to hang key knowledge, learning, challenge, enquiry and curiosity.” (p75 Botheredness Stories-Stance-Pedagogy by Hywel Roberts 2023)

Roles and Responsibilities

Curriculum Lead

The curriculum lead maintains an overview of the curriculum provided by the school and works 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 the 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 Key Stage and subject leads. These monitoring activities will link into a calendar of monitoring, strategic improvement plan priorities and actions as well as the performance management of teaching staff. The Head teacher will report their findings through regular reports including the termly head teacher report.

EYFS Curriculum Statement

Intent

At Biddick Hall Infant School we believe that the three prime areas of Communication and Language, Physical Development and Personal, Social and Emotional Development are essential for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

Our intent is for our curriculum to have a strong focus on children's early language and communication skills. We aim to provide a language-rich environment where every child, regardless of their starting point, develops the tools to express their thoughts, understand their world, and build meaningful relationships.

We want children to see themselves as individuals and valued members of their own families, school and local community. We want children to learn that places and people are not all the same, each having similarities and differences which should be celebrated.

We aim to create a warm, safe and stimulating environment where children feel confident and ready to explore and learn.

Through warm and meaningful interactions, we aim to develop children's play skills and ability to interact with one another showing resilience, tolerance and respect for others whilst having confidence in their own abilities.

We aim to provide children with the strong foundations that they need for future success in learning. It is our intention that children should enjoy coming to school, be excited and motivated to learn, and leave at the end of their Reception year thriving, 'school ready' and prepared for the next steps in their learning.

Implementation

Our EYFS curriculum follows the statutory guidance from [EYFS Statutory Framework 2025](#). Our curriculum will be accessible to all irrespective of background and starting point. Our thematic approach is taught through a daily routine of planned adult led learning and child initiated play with a flexible approach. In planning our EYFS curriculum we have considered what we want our children to learn, know and do. We want them to know about themselves and the world around them.

We are responsive to learning opportunities which develop throughout the day. The high quality environment, stories and resources promote interest, independence and engagement. Visits to local places such as West Boldon Lodge Environmental Centre and Tynemouth Aquarium bring learning to life. We want children to be

excited by what they are learning and choose for themselves to carry out independent application of the skills they have been taught and express themselves creatively. We support our children to make the most of learning opportunities which naturally arise such as the weather and seasons with an outdoor environment which promotes investigation, risk taking and physical activity.

Along with the EYFS statutory framework we also use 'Sounds Write in the Early Years' as a targeted approach to support our Nursery children to be ready for phonics moving into Reception year where daily lessons of 'Sounds Write' are taught. We also have a number of EYFS staff trained in the delivery of Talkboost and BLAST intervention programmes to support communication and language along with social skills. We have a strong focus on the development of early maths skills, through daily maths meetings across the EYFS, Counting Collections sessions in nursery and Maths Mastery lessons in reception we aim for our children to be confident early mathematicians.

Across our EYFS team we have skilled practitioners who provide a key role in guiding learning through positive interactions. Our staff spend time with the children, listening to them, having conversations, playing with them, modelling and extending language.

Impact

Our EYFS provision ensures that our children will have a secure foundation and be ready for the next steps of their educational journey into Key Stage One and beyond. We will measure impact through progress and achievement. Children will have a secure understanding of the prime areas of learning. We will ensure that all children make strong progress regardless of their starting points and that the majority reach the 'Good Level of Development' (GLD) at the end of reception.

Through high quality continuous provision and supportive adult-led learning and interactions children will become confident and independent learners.

All children, including those with additional needs will be well supported and make meaningful progress. Gaps are addressed through early intervention, strong collaboration with outside agencies/professionals when needed. Strong relationships between staff, children and families create a supportive community that underpins every child's success.

Children will be able to speak about themselves and others both positively and respectfully and have strategies to solve conflicts peaceably. They will be able to talk about their learning, expressing their own thoughts and ideas. They will also be able to talk about how to keep themselves healthy and safe.

The transition into Key Stage One will be effective. Children will leave the EYFS and move on as confident, independent and respectful learners who have an early understanding of how to be safe and are ready to achieve.

English Curriculum Statement

Intent

The English curriculum is designed to build a secure understanding and develop skills to prepare the children for life and learning beyond our Infant school. Children will have a sound understanding of phonics and will use code knowledge and skills to read texts. Children will have a growing knowledge of texts which they read of their own volition. From being confident speakers with an ever increasing vocabulary; the children will be competent and independent writers.

Implementation

Our school is language rich as we promote the importance of talk, stories, poetry and reading across the curriculum. We use an evidence based Systematic Synthetic Phonics Programme – Sounds Write and have a commitment to ensuring we have a team of expert reading teachers. Assessment is used, both formatively and summatively to inform their teaching across all areas of English. Children with SEND are mainly supported within class and gaps are quickly identified. Appropriate and timely interventions ensure children make progress.

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.

Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. (The National Curriculum 2014)

Our curriculum is designed to provide opportunities for children to verbalise their thoughts, feelings and ideas, and to communicate these effectively in all areas both in school and at home. From Nursery, children are immersed in a language rich environment and staff support children's communication skills with high quality interactions throughout the school day.

The programme of visits provides first hand and shared experiences to embed the use of new vocabulary for all. Subject leaders identify key vocabulary to enable children to communicate their understanding within each subject. In our Talk for Writing approach children are given opportunities to discuss texts and prepare ideas before they write, and children take part in activities linked to drama. Across the curriculum children take part in discussions, debates and are taught to actively listen to others. Throughout the year there are opportunities for children to present and perform in front of audiences; Early Years Nativity, Year 1 Spring Assembly and Year 2 Leavers' Performance.

Language intervention programmes are used in the Early Years where gaps in language are identified; Launchpad for Literacy, Blast and Talk Boost.

We are currently undertaking the Voice 21 project. Voice 21 supports schools to build oracy into the curriculum, teaching and learning and wider school life. Oracy is articulating ideas, developing understanding and engaging with others through speaking, listening and communication. Oracy skills set children up for success in school and life. (Voice 21)

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

Sounds Write in The Early Years

In Nursery, children follow the Sounds-Write Early Years Curriculum. The program includes the development of phonological and phonemic awareness through a series of activities called 'elements'. Phonological awareness activities, including non-speech sounds, words, syllables, onset/rime, and rhyming, support language development and prepare young learners for phonics. These activities enhance vocabulary, listening skills, and group participation.

Phonemic awareness is crucial for reading and spelling in alphabetic systems like English, helping children understand words' sounds and meanings. Key skills include sound detection, segmenting, blending, and phoneme manipulation. Starting in the early years enhances exposure, improving reading success.

There are 7 elements which are explicitly planned for and taught in Nursery:

1. Sound discrimination
2. Word awareness
3. Rhyme detection
4. Rhyme production
5. Sound detection
6. Segmenting and blending
7. Phoneme manipulation

(Sounds Write in The Early Years)

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)

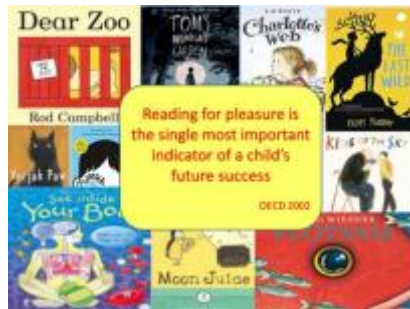
Sounds-Write – Initial and Extended Code Books

Phonic books 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 non decodable texts. The children chose books to read from a bank of high quality age appropriate 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 and to foster Reading for Pleasure. We have dedicated story times in all year groups. We have worked together to ensure our children experience a range of high quality texts and authors during their time at our school, this is in the form of

year group reading and poetry spines. These books are supplemented by many other rich and diverse texts to enrich children's experiences and to develop their vocabulary and comprehension. Book talk is valued and encouraged. Staff and children are supported to develop their knowledge of high quality children's literature and authors. ***"...subject knowledge development is critical to the development of rich pedagogical practice and necessary to support children's reading for pleasure."*** (Cremin, T, Mottram M, Collins F, Powell S and Safford K. 2014 Building Communities of Engaged Readers Reading for Pleasure)

Informal Book Talk

Children take part in a weekly Book Club which enables children to have relaxed conversations about reading. Children bring in books from home to recommend to their peers and staff recommend high quality texts.

The aim of the session is to:

- Listen and learn
- Tempt children into reading
- Create reading communities
- Foster social motivation for reading
- Encourage children's reading for pleasure

We operate a lending 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. The Open University Reading for Pleasure website states:



In Year 2, comprehension lessons are timetabled weekly alongside daily story times. Children also develop comprehension skills through discussions in the Wider Curriculum subjects. Subject leads purchase texts to support the learning in their subjects.

Spelling, Vocabulary, Grammar and Punctuation

Through the Sounds-Write phonics programme children are taught to spell. They are introduced to spelling in the very first lesson in Reception. Letter sound correspondences are not taught in isolation but in the context of a word. They build the word then write the word. Children working in the initial code learn first that sounds can be represented by spellings with one letter, then with double consonants and finally with two different letters (consonant digraphs). In the extended code children write words with vowel digraphs, they sort words according to the different spellings of one sound. The children apply this knowledge through dictation, in writing lessons and through the wider curriculum. In phonics, children are taught how to spell polysyllabic words by segmenting them first into syllables, and then each syllable, in turn, into sounds. Children are taught to analyse polysyllabic words to identify any difficult spellings and use their knowledge of other words to support this.

Within English, vocabulary is increased from reading and writing. Story books have been purchased to challenge and develop children's increasing vocabulary. Through the Talk for Writing process - specific vocabulary is taught. Children are taught what the words mean and are encouraged to use the words both in spoken and written language. In the phonics decodable reading books, vocabulary is highlighted and the meaning is written alongside the word. This supports the teacher who is reading with a child 1-1.

Grammar and punctuation are taught in context using a key text through the Talk for Writing Process. Planning is based on Pie Corbett's **Teaching guide for progression in writing year by year**, this highlights the grammar and punctuation to be taught from reception to year 2. Children are taught key vocabulary of grammar and punctuation to enable them to discuss and identify it in texts and to use it in their own writing.

Writing

The value of talk in children's mastery of language is discussed in the reading framework; it is as important for writing as it is for reading. (The Writing Framework July 2025) Talk for Writing is the approach we use to create storytellers and writers.

"The term Talk for Writing not only describes all the talk that surrounds the teaching of writing but also the wider learning within a unit. It helps children to become better speakers, listeners, readers, writers and thinkers." (p3 Creating Storytellers and Writers by Pie Corbett and Julia Strong 2017)

The Talk for Writing process is underpinned by moving through imitation through innovation into independent application. "The imitation stage is centred around supporting the children to learn a story orally, enabling them to internalise a narrative pattern so that it is added to their linguistic repertoire...The children are then taken on a journey from imitation to innovation to independent application." (p3 Creating Storytellers and Writers by Pie Corbett and Julia Strong 2017)

In the innovation stage, children use their knowledge of a story to write a new story by making changes. Teachers support children in this stage through shared writing. In the independent stage children are supported to write their own versions of the texts they internalise. Some examples of this are; *the children changed the setting of the Gingerbread Man story to the school setting and The Three Little Pigs was changed to The Three Little Sharks and was set under the sea.*

In Early Years, fiction and non-fiction writing is closely linked to the key story being used. The majority of the stories are matched to the wider themes within the foundation stage. Children write simple sentences based around a theme e.g. The Rainbow Mermaid is used as a hook to write simple sentences and captions about animals under the sea, The Sleepy Bumblebee is a text used when learning about mini beasts. In Reception, teachers focus on developing the quality of children's writing (letter formation and spelling) and not the length. Dictation is used to support children in practising the transcription they are taught. (The Writing Framework 2025)

The Talk for Writing process is used to develop writing across the curriculum in Key Stage One. Where appropriate, non-fiction writing units are closely linked to the subjects taught in the wider curriculum. Children use the knowledge they have internalised in the subjects to support their writing in a range of non-fiction text types.

Some examples of this are; in Year 1 children write about local wildlife following on from a science topic. They also write a recount about a park keeper's daily life after a trip to a local park. In Year 2, children write a recount of Christmas Day as a Victorian child linked to a celebrations through time topic in history. They also create a brochure promoting South Shields following a geography and history topic about the River Tyne and its surrounding area.

Pie Corbett states that when deciding on the purpose of each unit of work "...it is a vehicle to teach essential transferable skills." (p15 Talk for Writing Across the Curriculum 2nd edition Pie Corbett and Julia Strong 2017) Children are taught the

content in the wider curriculum lessons and this is used as a purpose to teach transferable writing skills in English. We aim that this approach supports the children to embed their learning across the curriculum.

Handwriting

Handwriting comprises physical and cognitive skills that need to be learnt and become part of the automatic cognitive skill set of the pupil. To achieve this, we have chosen the Kinetic Letters handwriting programme, to train teachers and teach pupils.

The programme has four Threads.

- Making bodies stronger
- Holding the pencil (for speed, comfort and legibility)
- Learning the letters
- Flow and fluency

Pupils take part in daily handwriting sessions. Handwriting practice takes place on Kinetic Letters whiteboards, supported by visits to sandtrays, with a transition to books. The Digital Teaching Turtle (DTT), is used as a front of classroom teaching aide to animate letters and animate the strategies for Pencil Hold and Writing Positions.

Handwriting practice takes place in sessions that are outside English lessons, since handwriting underpins the majority of curriculum areas and is integral to self-esteem and engagement with learning. Handwriting is taught in discrete sessions, separate from Phonics, and achieves Fidelity with the Reading Framework (2023). (Kinetic Letters 2025)

Intervention Strategies

RAG rating supports identification of those for extra reading support. Regular phonics assessments identify children for Sounds-Write intervention lessons which give targeted support to narrow the gap in learning. Visual scaffolds, writing models and planned reviews are used to provide targeted support for pupils. In handwriting lessons, visits to sandtrays support children in their letter formation and printed trees support the transition to books. Across school targeted children take part in Talk Boost interventions to further develop talking and understanding of words.

Impact

To ignite the voice in every child, equipping them with the essential skills of oracy and the confidence to be articulate, empathetic, and influential citizens. They will speak and listen with purpose, using their voices effectively to succeed in school and in later life. At the end of Year 2, children are competent readers and writers. They are able to read and comprehend a range of fiction, non-fiction and poetry texts and participate in discussions about books. Children develop a passion for reading and

read books for pleasure in school and at home. All pupils make a good level of progress in writing, both in transcription and language composition skills, and succeed due to appropriate scaffolding and targeted support.

Maths Curriculum Statement

Intent

At Biddick Hall Infant and Nursery School, we aim for our children to enjoy maths and become confident, resilient and skilful mathematicians where they are able to make links in their learning to a range of contexts and maths in real-life.

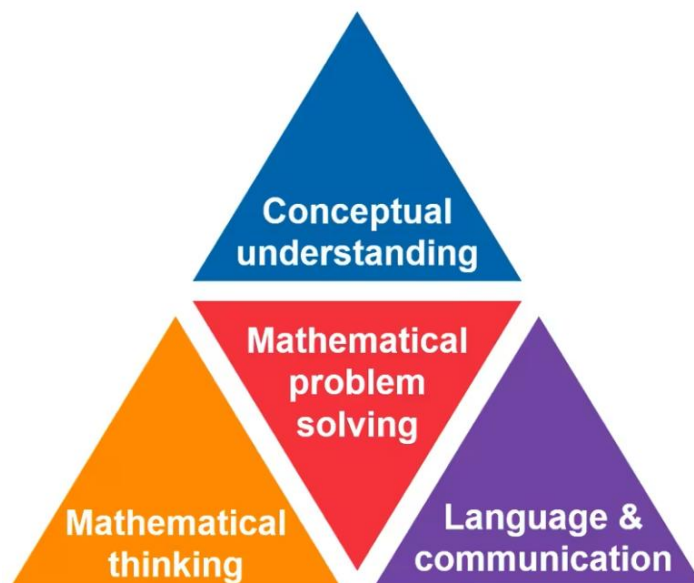
Implementation

As a school we have recently adopted a 'Mathematics Mastery' programme and are working closely with our Maths Mastery specialist on implementing the programme in school. We believe that the maths mastery approach to Mathematics delivers the three aims of the National Curriculum, fluency, reasoning and problem solving. Through this approach there is a belief that all children can achieve in Maths. Our approach aims to provide all children with full access to the curriculum, enabling them to develop independence, confidence and competence – which is 'mastery' in mathematics.

Maths Curriculum: The Mathematics Mastery programme is followed throughout our school from Reception to Year 2. Children in Nursery follow a programme which compliments the Early Years Framework and the Maths Mastery approach, which builds strong foundations in basic understanding and skills in number along with shape, space and measures.

The Mathematics Mastery curriculum is cumulative - each school year begins with focus on the concepts and skills that have the most connections, and this concept is then applied and connected throughout the school year to consolidate learning. This gives pupils the opportunity to 'master maths', by using previous learning throughout the school year. These skills are developed by applying the Dimensions of Depth to teaching and learning:

Dimensions of Depth



We believe that the following principles support children to deepen their understanding of mathematics.

Conceptual understanding -pupils deepen their understanding by representing concepts using objects and pictures, making connections between different representations.

Language and communication -pupils deepen their understanding by explaining creating problems, justifying and proving using mathematical language. This acts as a scaffold for their thinking, deepening their understanding further.

Mathematical Thinking - pupils deepen their understanding by giving examples, by sorting or comparing, or by looking at patterns and rules in the representation they are exploring problems with.

Problem solving is at the heart of Mastery Mathematics teaching and learning. Problem solving and reasoning about maths is built into all maths lessons.

Inclusion and equal opportunities: It is our belief that all children can and will succeed in maths, this is at the centre of the mastery approach to the teaching of mathematics. Our curriculum is fully inclusive and supports ranging needs and cultural diversity. Mathematics Mastery enables our teachers to support the needs of all learners, including those with SEND. Lessons build in opportunities for teachers to continuously assess and respond to the needs of pupils.

Differentiation and challenge: We believe that all children should have access to the same curriculum content and learning objectives. For children who may be 'rapid graspers' or working 'at greater depth', rather than being extended with new learning, our teachers will support them to deepen their conceptual understanding by tackling challenging and varied problems. Children will be encouraged to provide solutions to a problem in different ways; considering which is most effective and why. Children with SEND or those who may need additional support when tackling particular concepts will be supported through 'in the moment'

intervention, teachers may provide scaffolds for support, guide pupils through worked examples offering further opportunities for using concrete resources where necessary.

The teaching of maths: The dimensions of depth underpin each Maths Mastery lesson there is always a focus on conceptual understanding, language and communication and mathematical thinking for the mathematical concept being covered.

During each lesson there will be a 'Do Now' task which is always linked to 'reviewing' prior learning. There will be a 'New learning' aspect which will introduce the lesson's main mathematical concepts. There will be a 'Talk Task' or 'Let's explore' which is an opportunity for all pupils to practise using mathematical vocabulary related to the lesson's concept. Part of the lesson will focus on 'Developing Learning'. This segment builds on the New Learning and develops a deeper understanding of the maths concepts of that lesson. It also offers teachers an opportunity to address misconceptions or inaccuracies that pupils may have encountered. There will also be an opportunity to carry out some independent work through an 'Independent Task'. This provides pupils with the opportunity to practise the learning from that lesson. However there are sometimes opportunities for paired and or small group work at this time depending on the lesson. Each Maths Mastery lesson will be concluded with a 'Plenary'. Pupils will recap key parts of the lesson, teachers will be checking understanding and celebrating success.

Maths Meetings

In addition to the taught maths lessons; children across the school will have a daily Maths Meeting. Maths Meetings are a vital part of the Mathematics Mastery programme. Their purpose is to consolidate key areas of mathematics and develop fluency in recall of key knowledge. This enables pupils to practise applying concepts and skills on a regular basis, meaning they are continually building on their mastery of these concepts. Teachers plan Maths Meetings depending on the needs of pupils, focusing on key knowledge to consolidate. Teachers prioritise key learning areas for their class and also incorporate current learning in the Maths Meetings where necessary. Assessments also inform the content of the Maths Meetings.

Intervention: Teachers follow a same-day intervention approach. Our approach to intervention is reactive and linked to the curriculum content. We do not follow a specific intervention scheme. Teachers are skilled in assessment for learning strategies and gap identification. They are able to address misconceptions or gaps in knowledge in the moment or by reviewing learning in the next lesson or maths meeting. Where necessary there are also opportunities for pre or post teach.

Speaking and listening: At Biddick Hall Infants we help children to develop their Mathematical language and communication skills by encouraging all pupils to answer mathematical questions in full sentences with a focus on the correct mathematical vocabulary. Children are also exposed to and encouraged to use sentence stems for mathematical reasoning. Mathematical vocabulary is shared at the start of each lesson with an expectation that it is used during 'Talk Tasks' and throughout the lesson.

Planning in maths: Teachers plan from our long and medium term planning documents as outlined by the Mathematics Mastery programme. Teachers can access all unit overviews and planning guides through the Maths Mastery website. Teaching in maths across the school is broken down into 'units'. Each unit has its own 'unit overview' (in EYFS) or 'unit narrative' in KS1. Teachers also have access to further planning guides for each lesson including video links for CPD, via the website. This also includes a wealth of resources and ideas to support lesson content and structure. Teachers will adapt lessons and resources according to the needs of their class based on their assessment.

Teaching of calculation: The teaching of calculation is woven throughout the units in the Mathematics Mastery programme. Children continually practice and refine calculating skills and strategies through their daily maths lessons and maths meetings. Where pupils are taught calculation strategies, they must not simply rote learn procedures but demonstrate their understanding of these procedures through the use of concrete materials and pictorial representations. Each year group has a 'Key Representations' overview which outlines the progression of key representations in each year group. This also supports progression in calculation strategies.

Timetabling of maths: In EYFS children in Nursery are taught in key groups. They complete a daily message board which has a maths focus of approximately 5-10 minutes. Children then have the opportunity to practise their early mathematical knowledge and skills through play in provision and through some carefully selected adult directed tasks/activities. The amount of adult led maths activities increases across the year as the children are able to sustain more focused learning.

In reception, children are taught maths daily in a large group, whole class for approximately 20 minutes. They will then consolidate learning through adult directed small group work along with opportunities to practise their maths knowledge and similarly to children in nursery, they will practice and refine their mathematical knowledge and skills through play in provision. Maths meetings occur daily in reception and last approximately 10 minutes.

In KS1, children have a daily maths lesson lasting approximately 50 minutes to 1 hour. Maths meetings occur daily in KS1 and last approximately 15 minutes.

Maths in Early Years: The Mathematics Mastery approach and programme is followed in reception. In Nursery we follow a programme which compliments the Early Years Framework and the Maths Mastery approach. This aims to build strong foundations in basic understanding and skills in number which includes Counting and Cardinality, Comparison and Composition. It also includes Shape and Spatial Awareness, Measure and Pattern. Children, in nursery, receive daily maths input in the form of our 'message board' followed by a short input to practice skills as outlined in our programme. There are further opportunities throughout the session to explore and practice mathematical concepts through play in the learning environment and through stories, number songs and rhymes. Children in nursery explore and use practical resources, such as five/tens frames, dice, Numicon, counters and objects found in the natural world such as sticks, pebbles, pine cones, conkers etc.

We have also recently implemented 'Counting Collections', in nursery. This is a programme endorsed by Nottingham University who have been research partners with the EEF. Counting Collections aims to further develop children's understanding of early number, children in our nursery take part in a weekly 'Counting Collections' session as part of a small group however the 'Counting Collections Library' is also available for children to explore in their own play.

How do we assess maths? Assessment is ongoing and happens daily through teachers' observations, questioning and diagnostic marking. Teachers use assessment trackers based on the Teacher Assessment Framework and EYFS framework respectively. We use these to indicate progress in maths and they are updated regularly. Termly assessments carried out by teachers for each child. This forms part of the overall teacher judgement along with children's books. Children are identified as emerging (e), developing (d), secure (s) against age related expectations.(ARE) A (+) indicates that a child has achieved depth wherever they are in their breadth of knowledge.

Information and communication technology (ICT) in maths: maths is linked to computing where applicable. Teachers use ICT to support teaching (for example, interactive resources and maths programs) and pupils use ICT to support learning for example maths games linked to their learning on the internet, and use programmes such as purple mash.

CPD in maths: We are working in close partnership with the Mathematics Mastery team as we implement the programme, we have an assigned Mastery Development Lead (MDL) who meets regularly with the maths lead and school leaders. There is a wealth of CPD offered through the Mathematics Mastery website which teachers are able to access at any time. CPD is planned across the year and can be based on any monitoring targets. CPD is delivered by the Mathematics Mastery Team including the MDL and or the maths lead.

Work and presentation: Jottings and workings are promoted in maths. Children are encouraged to use models and images in their explanations. Some work is practical using resources and sometimes photographed for evidence. Most work is completed in pencil.

Marking and Feedback: Opportunities for formative assessment and feedback are built into daily lessons which have well-structured classroom activities, regular opportunities for discussion of answers to support pupils' reasoning skills and deepen their understanding. Interaction and dialogue between teachers and pupils focus on key ideas and concepts including addressing misconceptions and difficult points.

Oral Feedback Verbal, in the moment verbal feedback is key and must be prioritised. Where there has been a substantial misconception or error for a number of pupils which demonstrates a lack of understanding, this must be addressed in the next lesson.

Written Feedback Learning objectives will be on all activities that are recorded in maths books. The objective will be 'starred' pink if the objective has been mostly met. A green exclamation mark will be written to indicate 'in the moment intervention' where there has been an incorrect response given to an equation. A green exclamation mark will also be used to indicate that a response is required from the child in a later lesson. The letter 'G' will be written next to the objective or questions where the majority of work has been 'Guided'. Number formation errors should be corrected in the same way as letters are corrected in handwriting. Children will write the number 'in the air' three times before writing it again three times in their book, on paper or on a whiteboard.

Evaluation and monitoring: There is a monitoring cycle for maths through performance management, pupil voice discussions, governor meetings, learning walks/drop-ins and work scrutinies.

School governor role in maths: There is a curriculum link governor allocated for the oversight of maths. Governors will be asked to join the monitoring cycle with SLT. Key documents/action plans will be shared when updated and regular meetings will be held with the curriculum link governor.

Science Curriculum Statement

Intent

At Biddick Hall Infant and Nursery School, we ignite curiosity by following the National Curriculum to develop scientific knowledge and conceptual understanding. We empower our pupils to be inquisitive thinkers, equipping them with the skills to ask questions, conduct enquiries, and understand the impact of science on the world today and in the future.

Our approach to teaching Science at Biddick Hall Infants and Nursery School ensures that learning is purposeful, engaging and of high-quality. Our Science provision helps children to make connections between their work in the classroom and the world around them. All children have a voice and are scientists who are encouraged to feel capable of achieving through being innovative and resilient scientists who are encouraged to think critically. Our aim for science is to increase the skills needed to navigate an ever-changing world of science and technology by immersing our students with scientific enquiry skills, key scientific knowledge and investigative skills. scientific concepts.

Implementation

At Biddick Hall Infants' School, we develop children's natural curiosity about the world around them. Our EYFS provision enables children to discover the natural world around them by describing what they see, hear and feel when they're outside, talking about what they have observed in plants, animals and natural found objects, using problem solving skills and knowing and talking about their health and well-

being. This provides children opportunities to begin to understand 'why' and 'how' questions and use new vocabulary,

Vocabulary is at the core of all our children's learning in Science. We provide essential and challenging vocabulary to enable our children to ask questions, to explore, to explain and to deepen their understanding.

We meet National Curriculum expectations for science through a coherent sequence of blocked teaching weeks which are progressive and focus on both knowledge and skills. The indoor and outdoor learning environments are utilised to support scientific learning and are continuously used throughout the year.

- **Core Concepts:** Children explore Seasonal Changes, Everyday Materials, Plants, Animals (including Humans), and Habitats.
- **Working Scientifically:** We embed five key types of enquiry: observing over time, pattern seeking, identifying/classifying, fair testing, and secondary research.
- **Vocabulary-Rich Environment:** Subject-specific language is at the heart of our teaching. We use "Curriculum Walls" and high-quality non-fiction books to help children articulate their findings clearly.
- **STEM & Real-World Links:** We purposefully link Science with Maths and Design Technology—for example, building bee hotels in DT to apply their knowledge and understanding of bees.
- **Practical Inquiry:** Learning is hands-on, from observing local wildlife to conducting "Santas Sack and Sleigh" tests to study material properties.
- **Enrichment:** We broaden horizons through visits to **Souter Lighthouse**, **West Boldon Lodge** and **Blue Reef Aquarium**, and celebrate **British Science Week** to foster a love for discovery.

Impact

Children at Biddick Hall enjoy, actively engage in, and are enthusiastic about their learning. By the end of Year 2 all children at Biddick Hall are confident in posing scientific questions and making observations. Our children will develop a rich bank of scientific vocabulary to communicate their ideas and findings. Our pupils leave Biddick Hall as confident, resilient scientists. They are capable of making meaningful connections between their classroom learning and the world around them. By fostering high aspirations and critical thinking, we provide the essential foundation for their continued scientific journey into Key Stage 2 and beyond.

PSHE Curriculum Statement

Intent

At Biddick Hall Infant and Nursery School, we teach PSHE and RSE as set out in our PSHE & RSE policy. The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all pupils and that will maximise the outcomes for every child within our school. As a result, we hope that all children will be provided with the necessary knowledge and skills to become healthy, independent and responsible members of a society who understand how they are developing personally and socially. We hope to provide each child with the confidence to tackle many of the moral, social and cultural issues that are part of growing up.

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed. Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request and can be accessed via our website.

Implementation

At Biddick Hall Infants we teach Personal, Social and Health Education (PSHE) and Relationships Sex Education (RSE) as part of a whole school approach. We aim to provide all children with a positive learning environment whereby pupils feel safe, secure, valued and listened to. We strive to provide children with a sense of belonging and are fully committed to the development of children's social and emotional skills, children's self-esteem and their health and well-being.

As a school we believe it is vital that pupils are encouraged to develop a sense of responsibility not only towards themselves but also towards others around them as well as the local and global community. PSHE is an important element of our curriculum across both Early Years (PSED) and Key Stage One (PSHE). As a school PSHE is planned and delivered through the use of Jigsaw.

The Jigsaw programme

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

Emotional literacy at the core - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

Connection and community - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

Developing skills for respectful dialogue - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful

communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

The Six Jigsaw Puzzles - Content

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

Term	Puzzle (Unit)	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education (at an age appropriate level for our KS1 children), changing relationships.

PSHE is delivered weekly by class teachers in a developmental and age-appropriate way. At Biddick Hall Infants we have chosen to enhance our PSHE curriculum in a range of different ways.

- To help children internalise and then live the Jigsaw learning in their school lives as well as just in Jigsaw lessons, we use Weekly PSHE Celebration Assemblies, which celebrate a common global learning message (attitude or behaviour) across the whole school. The whole school target is shared during assembly and displayed in the school hall.
- All members of the school community (children and staff) are invited to nominate and acknowledge anyone achieving the target throughout the week e.g. 'making someone feel welcome'. The target is shared with all staff so that every member of school can give feedback to any child in school with a clear focus and support encouragement.
- At the start of the next PSHE assembly, this target is reviewed and more formal feedback is given children who have been highlighted throughout the week with examples of how they achieved it shared. These weekly themes tie-in to the global learning theme covered in each week's Jigsaw lessons.

Kidsafe Sessions to enhance our PSHE & RSE delivery

As a school, we also deliver KidSafe to our children in Reception, Year 1 and Year 2. We believe KidSafe compliments the Jigsaw programme well as KidSafe reinforces many of the concepts addressed throughout the Jigsaw units such for example KidSafe encourages children to respect one another, KidSafe also effectively teaches children to recognise appropriate and inappropriate behaviours whilst also providing children with the knowledge and skills surrounding how to deal with such behaviour. KidSafe sessions are delivered by highly trained staff. KidSafe sessions are initially delivered across the early years. Children then receive refresher sessions throughout their time in KS1. All sessions are adapted to build upon children's prior knowledge in an age appropriate way.

British Values:

As a school, the teaching of PSHE and British Values is paramount. At Biddick Hall Infant and Nursery School we aim for our children to be well rounded valuable 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. Our PSHE programme, Jigsaw, covers British Values in every single lesson. Jigsaw lessons are mapped against the fundamental British values and these are referred to during the lessons and during whole school assemblies.

Democracy

We have a school council which consists of two members from each KS1 class who are voted for by their classmates during our Democracy week. Children learn about the role of a school councillor. They write individual manifesto speeches, talk about why they would be a good councillor and present these to their classmates before a vote takes place. Each class has their own ballot box and our local MP in assembly

presents the results. They meet regularly with the Head Teacher to discuss a range of issues to make our school the very best it can be. Councillors feed back their discussions to their class mates to ensure that all members of our school community have an opportunity for their voice to be heard. Councillors have several jobs to do throughout their year in the role promoting how to be a good role model.

The Rules of Law

The high expectations of our school are clearly outlined in our Behaviour Policy. At the beginning of each school year, teachers discuss "The Biddick Way" with their pupils which is then clearly displayed in the classroom. These rules; To achieve, To be respectful and to stay safe; are revisited regularly through the PSHE Curriculum, including during assemblies and class discussions throughout each day. There are clear sanctions for inappropriate behaviour and these are discussed in private with children. Then children are supported to make appropriate choices to ensure they can be reintegrated to the group in a timely manner. We aim to ensure that children understand that school rules are there to ensure we are all safe and happy throughout our time at school.

Individual Liberty

We encourage our children to make choices knowing that they are in a safe and supportive environment to enable them to do this. Children are continually encouraged to make the right choices. Our curriculum ethos promoted positive learning behaviours and encourages children to reflect on the choices they have made. The importance of making them safe online is explored through our computing curriculum and as part of our annual e-safety day.

Mutual Respect

Our school ethos is built around respect for everyone. We are an inclusive school where everyone is valued and has a contribution to make to our school. Children learn that their behaviour has an effect on their own feelings as well as the feelings of others. Children are encouraged to show respect to each other throughout the day including at breaktimes and lunchtimes and put their PSHE knowledge and skills into practice. Staff and children acknowledge each other when acts of respect and kindness are shown in school and these opportunities are highlighted and celebrated in weekly PSHE assemblies.

Tolerance of those with Different Faiths and Beliefs

Different Faiths and Beliefs are explored through RE lessons, assemblies, visitors in school and visits to a range of different places of worships. Children are taught that people have different faiths and beliefs, which should be accepted and respected at all times. Children within our school are encouraged to share their beliefs, experiences and special celebrations with peers and staff to promote tolerating differences. Parents are invited to share celebrations from a range of faiths including Harvest assemblies.

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

As a school we acknowledge and accept 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 will:

- Ensure the PSHE and RSE policy is accessible via the school website.
- We are fully committed to answering any questions that parents may have about the RSE/PSHE education of their child.
- Ensure any issues or concerns that are raised with teachers or governors in regards to this policy or the arrangements for PSHE / RSE within the school will be addressed and taken seriously.
- 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.

Whilst we respect the views and thoughts of all parents and carers you cannot withdraw your child from Relationships Education as it is an compulsory element which provides children with important knowledge and skills. All children must therefore participate in PSHE lessons. 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.

Monitoring and Review of the PSHE / RSE Policy

The above policy will be updated and monitored on an annual basis.

The Head Teacher, PSHE Lead and governing body are committed to giving serious consideration to any comments from parents about the PSHE / RSE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos. Pupil voice and staff feedback will also be taken into consideration when monitoring the delivery and planning of PSHE throughout our school.

Music Curriculum Statement

Intent

The intention of the music curriculum at Biddick Hall is to help every child feel that they are musical, and to foster a life-long love of music. There is a focus on developing the skills, knowledge and understanding that the children need in order to be confident performers, composers and listeners. Children are introduced to music from around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop their skills in singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down.

Our music curriculum helps children develop transferable skills such as team-working, leadership, creative thinking and problem solving, as well as presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside of school.

We hold to the principle that taking part in musical activity brings about positive benefits for individuals, communities and schools. Singing specifically supports learning, personal and social development, promotes health and well-being and bonds communities of people like no other activity. We follow the Sing Up Music Scheme from Nursery to Year 2, giving all pupils access to directed music teaching time. Our aim is to create a happy and engaging environment in which children can feel safe.

We promote a shared understanding that everyone can sing and should have the opportunity to develop their musical skills. We aim for our pupils to experience the wider learning and developmental benefits that singing and music-making provides. We hope to foster a lifelong love of music by exposing the children to diverse musical experiences.

Implementation

All children have weekly music lessons using Sing Up, which sets out the skills, knowledge, and understanding to be gained by all pupils at each stage of learning, including the Early Years Foundation Stage. The programme meets the requirements of the National Curriculum for Music, the suggested approaches of the Model Music Curriculum, as well as the Statutory Framework for Early Years Foundation Stage and Music Development Matters.

Music is often linked to curriculum learning where appropriate and all children have the opportunity to take part in performances for families and other visitors throughout the year. We are developing links within the community including singing carols at our local community centre and an annual visit to the local pantomime each Christmas. We also have the opportunity to perform as part of a larger group with other local schools at a Christmas Carol concert and a local Music Festival. An after school choir club offers the opportunity for pupils to rehearse for these performances. Children are exposed to a variety of music throughout their learning such as listening to music when entering assemblies, weekly singing assemblies and opportunities to rehearse songs for performances throughout the year.

Impact

At Biddick Hall Infants, we aim to foster a lifelong love of music. Pupils are taught a range of skills which enable them to appreciate music throughout their lives. Our music curriculum engages pupils and supports the development of fundamental abilities such as: achievement, self-confidence and listening skills. The children become confident performers who are able to express their enthusiasm for music. Through listening to a range of music, children develop an appreciation for a variety of music from different genres and generations. We assess this by ongoing teacher observation, peer and self evaluation and through discussing the learning with the children. This is used in part to identify children's next steps and is also used to assess children against the progression map for music in line with national curriculum expectations. Teachers use the evidence gathered throughout the year to form an annual assessment.

History Curriculum Statement

Intent

At Biddick Hall Infant and Nursery School, history is taught with key themes in mind linking to important local and national events and people of significance. We strive to inspire our children to ask questions about the past, think critically and explore historical sources and artefacts to find answers to questions. We aim to bring history to life for our children so that they can make real links with learning about the past.

Implementation

In KS1, there is a great emphasis on the understanding of chronology. Children are taught about the present, past and the distant past. Each classroom displays a timeline as part of continuous provision which is referred to at the start of any blocked week of history teaching. This allows children to reflect on prior learning to deepen their understanding of chronology. Key historical vocabulary that will be used is discussed, displayed and referred to throughout the block of work.

Significant Events Beyond Living Memory.

Remembrance is a key theme of learning in the Autumn Term. Children in Year 1 learn about the events of World War One and in Year 2 children learn about the events of World War Two. The theme is enhanced by use of 'Boxes of Delight' loaned from the 'North East Museums' at The Discovery Museum. The boxes allow for a hands-on approach to learning which helps to bring history to life. At Biddick Hall Infants, we always mark Remembrance Day in school. We have a whole school assembly and remembrance ceremony to allow for reflection. Some children are chosen to represent our school at the local war memorial and take part in the remembrance ceremony in our community.

Changes Within Living Memory

In the Spring Term, children in Year 1 learn about changes in living memory through a topic about 'Toys'. Children are given the opportunity to handle 'real' toys from the past and talk about the changes that have occurred. In Year 2, children are able to study changes in living memory through exploring how celebrations have changed through time. They visit Preston Park where they have the opportunity to experience a Victorian Christmas. They take part in a Christmas crafts workshop where they learn about features of the celebration from the past and reflect on how it has changed.

Significant Individuals

Reading and language is at the heart of what we do at Biddick Hall Infants. We strive to develop a love of literature in our children. As part of this work, in history, we celebrate two very special authors from the past by studying their lives and influences. In Year 1, children study Beatrix Potter where they learn about her life and influences and her contribution to literature and conservation. In Year 2, children learn about Judith Kerr and her interesting and varied career. Children are encouraged to look for links between the topics previously covered in history and the new information they learn about the authors.

History in our Locality

At Biddick Hall Infants, in the North East of England, we live in an area of great historical significance. We believe it is important for our children to have a good understanding of the history of the place where they live. Children in Year 1 learn about the real life hero from the past, Grace Darling. They learn about the history of lighthouses and get to understand their purpose. They consider how they are as important today as they were in the past but also how they have evolved over time.

To enhance this theme, children visit Souter Lighthouse - the first lighthouse to be powered by electricity. To compliment this, they learn about the invention of the lifeboat and how William Wouldhave contributed to this. The children look at how and why lifeboats have changed through time and visit a replica of William Wouldhave's design on a trip to Marine Park. South Tyneside is steeped in history from the distant past being home to Arbeia Fort. In Year 2, children begin to study The Romans. They learn about Roman life, soldiers and important people such as Emperor Hadrian. They find out about and reflect on what The Romans brought to our country in the past and the strong influence on our culture that we continue to see so many years on. Alongside this, children look at how and why the use of the River Tyne has changed from the distant past to the present day. To enhance this theme we explore artefacts from Roman Britain, using the 'Boxes of Delight' again enjoy a visit to Arbeia Fort where children can experience life as a Roman Soldier

Impact

Our history curriculum will:

- Equip children with vocabulary, historical skills and knowledge that enables them to ask and answer questions about the past and make links to history in their own locality. This will in turn, ensure that they are prepared with the historical skills needed when moving on to the next phase of their education.
- Ensure that children are inspired and curious about the past. They understand some of the ways that we find out about the past by using high quality artefacts and enrichment visits where possible.
- Ensure that children have a secure knowledge and understanding of chronology. Timelines relative to themes taught are displayed in classrooms; allowing children to make links and comparisons between time periods and key historical events studied.

Geography Curriculum Statement

Intent

At Biddick Hall Infant School, we endeavour to inspire children to have a fascination with the world and its people. We believe children should learn about the diverse people and places from around the world. They should begin to have an understanding of the world around them, knowing key physical and human features of their immediate locality and begin to compare it to that of the wider world. We encourage children to ask questions about other places and to research human and

physical features of places using high quality geographical texts, globes, atlases and the internet. Maps and globes are part of continuous provision in all classes. In Year 1 children have a large map of The United Kingdom displayed. In Year 2, children have a map of the world, including the continents and seas.

Key geographical themes such as fieldwork skills, maps, human and physical features are revisited across KS1 to enable a deeper understanding of geographical concepts over time.

Implementation

Geographical Skills and Fieldwork

At Biddick Hall Infants we believe that children should experience geography first-hand using our school environment and enrichment visits out in our local area.

In Year 1, children are introduced to the idea of maps and symbols. They are provided with plan perspectives of our school and are given the opportunity to create their own symbols for particular areas. Later in Year 1, they use technology (blue bots) and maths skills (position and direction) to plot routes to their new classrooms and begin to learn about the compass directions.

Early in Year 2, children build on maps and mapping. They are able to use maps and aerial views to locate the street in which they live and begin to plot their route to school. Later in Year 2, children get the opportunity to further develop maps and mapping skills by drawing their own map of the River Tyne including making a simple key. They then go on to further explore their immediate locality by plotting a route on a map to Biddick Hall Junior School. This enables them to revisit compass direction and supports their transition to KS2. They also get the opportunity to identify countries in the northern and southern hemispheres and compare weather in summer in the UK to that of weather in of a country in the southern hemisphere.

Locational Knowledge

In Year 1, children use satellite mapping to locate our school and explore it from above as an aerial view. Children are able to create simple maps of our school and grounds. Children go on a walk around in our local area where they are introduced to the idea of physical and human features in our immediate locality.

Children then go on to learn about the country in which we live. They use maps to locate the UK, naming the four countries and exploring the capital cities using Google Maps and Ariel views.

In the Spring Term, children in Year 1 begin to learn about their immediate locality with increasing depth. They learn about location circles to emphasise scale and locational knowledge. They learn that they live in Biddick Hall, which is a small area of the larger town of South Shields, which is part of the larger country of England. They begin to feel a sense of pride for where they live and learn valuable information about their estate and town.

Place Knowledge

In Year 2, children revisit knowledge of capital cities and learn in greater depth about our capital city London. They use the internet and books to find out about it. They

then go onto compare the city of London to the city of Beijing in China. They explore what is similar and what is different about the two capital cities.

Human and Physical Geography

At Biddick Hall Infants we are privileged to live in a locality steeped in physical features such as our coastline in South Shields and the River Tyne.

In the Summer Term, we take advantage of our local area for fieldwork. In Year 1 children go and visit our beaches and coastline when they visit Souter Lighthouse. They consider their uses and significance from the past right up to today. They are able to see key physical features of our coast, such as cliffs and Marsden Rock. Children begin to experience the idea of coastal erosion over time by exploring these features. They are encouraged to think about the human features such as lighthouses. They explore how the relationship between physical features, such as the sea, provided a need for humans to build lighthouses.

In Year 2, children visit the historical site of Arbeia Fort. They consider the position of the fort and how its closeness to the sea and river would have benefitted humans in the distant past. While on the trip, children are able to see first-hand key physical and human features of South Shields and Tyneside. They are able to learn about what the River Tyne provides for humans such as transportation and industry. They begin to consider how humans have built around the river to support their needs e.g. the port, marinas, factories and cranes.

Impact

Our Geography curriculum will:

- Ensure that our children have a secure understanding of locational and place knowledge relative to their own geographical locality, the UK and wider world.
- Ensure that children are confident with geographical vocabulary relating to human and physical geography.
- Develop skills, including observation and fieldwork by exploring our own locality first hand. This will in turn, ensure that they are prepared with the geographical skills needed when moving on to the next phase of their education.

Computing Curriculum Statement

Intent

At Biddick Hall Infant and Nursery School, we are dedicated to equipping our children with the knowledge and skills needed to thrive in an ever-evolving digital world. Our computing curriculum is designed to develop critical thinkers, problem solvers, and creative, imaginative learners.

Children are taught to design, write, and debug programs, use search technologies effectively, and, most importantly, to use technology safely, respectfully, and responsibly.

We follow the Purple Mash Computing Scheme of Work, which provides a comprehensive set of resources aligned with the National Curriculum. This scheme enables teachers to deliver the very best outcomes for our children by exposing them to a wide range of digital tools, technologies, and innovations.

Pupils gain valuable hands-on experience with modern digital devices while building a strong understanding of the important role technology plays in everyday life.

At Biddick Hall Infant and Nursery School, online safety is a priority. Internet Safety Week is a key event within our school calendar, reinforcing the importance of digital safeguarding.

However, throughout the entire computing curriculum, children are consistently taught how to use technology with care, safety, and respect. In addition, we hold class-based assemblies built around the Education for a Connected World (2020) framework, ensuring our children receive clear, age-appropriate guidance to help them navigate the digital world safely and responsibly.

Implementation

Computing is taught as a weekly subject, with skills further embedded and applied across the wider curriculum to ensure meaningful context.

Early Years Foundation Stage (EYFS)

In the foundation stage, we focus on a broad, play-based experience of ICT. Children encounter technology naturally within indoor and outdoor environments, exploring tools such as:

- Interactive whiteboards for digital mark-making and painting.
- Remote-controlled toys to explore direction and movement.
- Recording devices to enhance communication and language skills, particularly for children with English as an additional language.

Key Stage 1 (Years 1 & 2)

Following the refined Purple Mash scheme, children progress through specific units that build technical vocabulary and practical expertise:

- Computer Science: Pupils learn to create and follow instructions (algorithms) using tools like 2Code and 2Go. They learn to sequence commands and use logical reasoning to predict the behaviour of simple programs.
- Information Technology: Children use technology purposefully to organize and manipulate content. This includes creating digital art in various styles (e.g., Impressionism or Pointillism), composing digital music using 2Beat or 2Sequence, and gathering data through tally charts and branching databases.
- Digital Literacy: We emphasize the role of technology in the wider world. Pupils are taught to identify hardware, understand the function of the internet and search engines, and practice safe searching.

To enhance this provision, we utilize a range of hardware including Chromebooks, iPads, and desktop computers. We also enrich the curriculum through visits to the Openzone, where pupils explore professional recording studios, green screens, and advanced animation.

Impact

The impact of our curriculum is seen in children who leave Biddick Hall as confident, safe, and articulate users of technology. We measure success through:

- Digital Competence: Children can successfully navigate digital platforms, manage their own "2Dos," and save/retrieve work within their individual Purple Mash portfolios.
- Critical Thinking: Pupils demonstrate the ability to debug simple errors and use logical reasoning to explain how a program works.
- Creative Expression: Pupils show proficiency in using a variety of software to create unique digital products, from animated stories to rhythmic beats.
- Safe Citizenship: Children can clearly articulate how to stay safe online and demonstrate responsible behaviour when using school devices.

Ultimately, our pupils develop a positive, resilient attitude toward technology, ensuring they are well prepared for the next stage of their education and their future lives in a digital age.

Art Curriculum Statement

Intent

At Biddick Hall Infant and Nursery School, we are committed to ensuring our children leave our school with a wide breadth of experience and knowledge about a range of different artistic styles, skills and cultures. We recognise the importance of not only developing our children's own skills in Art but also giving them experiences and opportunities to work with and observe professionals.

Implementation

The Curriculum is organised so that across each year group, each year the children re-visit and develop a wide range of techniques and skills. We strive to ensure that they acquire both a strong depth of knowledge and acquire skills that have developed over their time in our school and hope this can support our children in realising their full potential in Art. The children are encouraged to recognise their strengths as an Artist and their resilience is carefully nurtured so, with guidance, children can acknowledge which areas of learning can be developed further. This is developed through different approaches such as exhibitions, class discussions, demonstrations and personal development.

Art is taught in blocked weeks that focus on a key skill. These weeks are strategically planned so they often follow on from previous learning that will contribute to the knowledge needed to enhance and give a strong understanding of a project. In Summer term the children in Year 1 design their own sculptures based on "Conversation Piece by Juan Munoz" a public art piece that is a fitting tribute to South Tyneside's glorious coast. These magnificent statues, affectionately known as the 'weebles', are a firm favourite with visitors and residents of our local area. The children visit this area the week before art week as part of a Geography Trip and are encouraged to spend some time looking and experiencing this piece in preparation for the following topic.

We encourage the children to use their own personal experiences from both past and present to influence their art and make it their own ensuring our Curriculum Content is responsive and relevant to the children of our school.

We have strong community ties and support our children to share their learning and achievements with each other, their families and the wider community. We passionately encourage the children to display their Art for others with Mini Art Exhibitions and collaborative projects throughout the school Year. This enables both children and parents to appreciate Art across the school and shows the progression of skill across year groups.

Impact

At Biddick Hall Infants and Nursery School the knowledge and skills taught across the EYFS and through to KS1 are progressive, allowing the children to develop into ambitious artists who recognise their own talents and strengths. We endeavour to make links across the curriculum to local artists and local places of significance to give the children a clear purpose for their learning. Children are encouraged to be resilient and innovative while developing and refining their art skills. We motivate the children to take pride in their work with Whole School Art exhibitions

Design & Technology Curriculum Statement

Intent

Biddick Hall Infant and Nursery School follow the national curriculum for Design Technology and we aim to ensure that all our pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Implementation

Design Technology in our school is taught as a discreet lesson in Key Stage one, and in the Early Years, through the medium of play and exploration, making use of the learning environment both indoors and outdoors. Through the units of work, our children experience the key concepts of designing, making, evaluating and developing their technical knowledge.

Vocabulary is important for all our children's learning in Design Technology. We provide essential and challenging vocabulary to enable our children to ask questions, to evaluate products and to communicate their ideas. All our units of work include relevant vocabulary, which will always be on display on our curriculum wall, and is regularly referred to.

Our units of work are built upon over time, to ensure children deepen their understanding. For example, children design, make and evaluate their own fruit salad as their introduction to preparing healthy food. This is then progressed in the summer term as they plan and cook a simple meal for the Head Teacher. This learning is explored in more detail in Science as the children explore the Eat Well plate and talk further about nutrition. We also celebrate Harvest Festival by cooking healthy, seasonal soup, inviting guests in to enjoy food together. Our children design and make their own Christmas card, and then the following year, the learning is further developed, as they include a moving part in their card, exploring levers and sliders.

We make good use of links with other subjects, and DT is strategically placed one week prior to Science in the summer term to strengthen these links. Products designed and built in DT (Bee Sanctuaries), are then specifically used in Science, to monitor the frequency of bees in the Science units of work. This makes the learning purposeful and real and enhances understanding through STEM experiences.

We teach the children to choose and safely use a range of equipment such as hacksaws and glue guns. They are taught to assess simple risks and to work independently where possible, whilst being supervised. We design, make and evaluate exciting and purposeful products in our school, for example in our Chinese week, we explore, design and make our own Chinese dragon toy, practising the

skills of folding and joining paper and adding embellishments to make them appealing. Leaver's t-shirts are designed and made, using buttons, ribbons, jewels, fabric pens and fabric crayons. These t-shirts are created specifically to wear at the end of the Key Stage 1 Summer concert by pupils and staff alike.

We broaden children's horizons and embed the learning further by providing a high quality after school Engineering club in Year 2 – which takes part in The South Tyneside Primary Engineer Programme. Staff will attend a day's training and will be given the skills and resources to take part in the Engineering Competition, with schools across the region. Children will be given the opportunity to design, make and evaluate a product with moving parts.

Impact

Our curriculum will:

- Inspire pupils to discuss their learning with others.
- Enable pupils to consolidate learning and build upon prior knowledge.
- Develop fundamental skills such as posture and grip to allow children to create and adapt products.
- Encourage children to evaluate their work and the work of others in order to develop products which meet a set criteria.
- Promote resilience and problem solving, allowing children to confidently tackle problems during the design and creative process.
- Foster high aspirations for all pupils.

Religious Education - Curriculum Statement.

Intent

At Biddick Hall infant and Nursery school each of our individual Religious Education modules are planned and delivered in line with the South Tyneside Agreed Syllabus for Religious Education. The intention of our RE curriculum is to engage, inspire, encourage and challenge our pupils to think critically. Throughout a child's time at our school they will explore a number of different religious beliefs, traditions and values.

Our approach to Religious Education is based around three key elements. Knowledge and understanding, critical thinking and personal reflection. We believe the teaching of RE is a crucial part in allowing children to become resilient and accepting members of society who are inquisitive and mindful learners. We aim to equip each child with the knowledge and understanding they need to answer challenging questions. Each module also provides an opportunity for personal reflection, encouraging each child to reflect upon their own personal beliefs, ideas, feelings, traditions and values whilst maintaining a mutual respect and tolerance for the diverse personal beliefs and faiths of others, a fundamental British value.

Implementation

As a school we have adopted an enquiry based approach to the teaching of RE. This

involves using a range of teaching and learning styles, including activities such as discussion, drama, stories, games, problem-solving activities and the use of artefacts to engage and support the learning of pupils. As a school we have built strong links within both the local and wider community. This allows us to invite visitors into our school where relevant to help enhance each child's learning experience. Throughout the year we also celebrate and participate in a number of events which further promote diversity and encourage acceptance. As a school we also believe it is important to allow children to take part in educational visits where appropriate in order to further develop their knowledge and understanding, this includes trips to various places of religious worship such as the local Church and the local Mosque. All trips linked to our Religious Education curriculum are educational and planned with the purpose to enhance and support learning in the classroom.

RE is taught in block weeks and is taught to all children throughout both EYFS and KS1. Each of the RE units has been planned to allow the children to build upon the knowledge and skills they have previously developed. Throughout Early Years the children will learn about special times, during this unit Children are introduced to the idea of special days and festivals within religions such as Harvest, Christmas, Easter and The Hindu festival of Diwali. Children will explore how such times are celebrated by different faith communities both within the home and within the wider community. The children will also reflect on any personal celebrations they have experienced and discuss and compare their own traditions to those they have been learning about in school. Following on from this the children will then progress on to learn about special books. During this unit children are introduced to sacred books such as the Bible, Quran and Torah. Children will explore the stories and teachings taught throughout each of the special books and also learn about the importance of respecting sacred books within faith traditions. The children will also use this time to reflect on books which are important to them and discuss which books they have enjoyed reading and sharing so far. Following on from this the children will then learn about special places and places of worship. During this time the children will explore what it is like inside a church and discuss the different Christian celebrations which are held within a church such as baptisms and weddings.

As the children progress into key stage one they will continue to build upon the knowledge and skills they have developed throughout both Nursery and Reception. They will continue to learn about religious celebrations such as Christmas and Easter alongside the Jewish celebrations of Shabbat and Hanukkah. The children will also build upon their understanding of special places exploring both the Church and the Mosque. They will continue to read religious stories and begin to learn about individuals who are important within different religions. For example, children will explore why Jesus is important to Christians and Why Moses is special to Jewish people. The children will also part take in a diversity unit within KS1. This unit will allow the children to explore local faith within our local community. Promoting acceptance and respect for others, issues which reflect our own school ethos.

Parental Right to Withdraw

In line with the Education Act 1996 Parents / Carers have the right to withdraw their child from all or part of Religious Education Lessons alongside any collective

worship. Our school acknowledges and respects the views of all parents. Should you wish to withdraw your child please contact the Head Teacher to arrange a meeting to discuss this.

P.E Curriculum Statement

Intent

Our P.E curriculum is developed around the children learning and building on fundamental skills and developing the ability to shine in a variety of physical activities through a range of opportunities provided by our staff, coaches and outside experiences. We ensure that all children are physically active for sustained periods of time throughout the day such as through P.E sessions, break and lunch times, the daily mile, after school clubs and competitive sport opportunities in the local area. This supports the children's understanding of how to lead healthy and active lives.

Implementation

The P.E curriculum is created to allow all children to work collaboratively, co-operatively and how to be a team player. This supports our pupils' emotional

development through a holistic approach. The curriculum is planned to ensure progression across the year groups. Year 1 and Year 2 are taught the same unit topic at the same time throughout the year. It allows the fundamental skills to be developed each year with clear intentions and outcomes set for each year group. The unit plans created are designed to keep the whole class learning the same topic at the same time. Differentiation is planned for within each lesson and the activities set to allow staff to assess, support and challenge providing opportunities to apply skills in a more challenging activity or be given a simplified set of instructions to work on a fundamental skill.

Key Stage One receive one teacher led session and one coach led session per week, both one hour each. Our P.E coaches teach the children fundamental skills such as mastering basic movements such as running, jumping, as well as developing balance, agility and co-ordination and applying these skills in a range of activities. Coaches plan team games to develop the children's tactic skills and to support the development of team building skills. Staff support lessons led by coaches to support CPD in P.E.

EYFS develop their Physical Development engaging in activities throughout the day

including access to the EYFS outdoor areas. Opportunities are provided for climbing, balancing, throwing and catching equipment. Directed tasks are planned for each week to ensure children are given the opportunity to develop these fundamental skills. Nursery and Reception have daily yard time to use equipment and develop physical skills through gross and fine motor activities. Reception participate in coach led sessions to introduce them to formal P.E lessons in preparation for Year 1 in the Summer Term. Children are taught the life skills of keeping themselves healthy and the importance of physical exercise.

Impact

The intended impact of our P.E curriculum is for our children to gain a strong understanding of how to live and maintain healthy and active lives. Children will have developed specific, fundamental skills and knowledge to participate in a range of sport genres and apply these skills effectively in order to play an active role in team games. They will learn specific vocabulary for each sporting topic and this will give them the language to communicate effectively and cooperatively with team mates in order to succeed at sports. Our curriculum provides children with opportunities to seek out their own personal goals, strengths and interests and to choose to further develop these skills and talents when they move on from our school.