

Curriculum Policy 2018

At St Nicholas CE First School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception.

Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

What is the Curriculum?

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

At St Nicholas CE First School we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Please see [Preparing Children for Life in Modern Britain](#) for more information about this.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, rooted in Christian values, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We are fortunate at St Nicholas CE First to have a spacious learning environment. This is respected and used by all in school and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

At St Nicholas CE First School our values permeate all areas of school life and are reflected by the schools simple motto: *learning and believing, growing and achieving*.

Aims of the St Nicholas CE First School Curriculum

We aim to offer a balanced and broad based curriculum which enables all pupils to:

- Enjoy learning
- Feel successful in their learning and to promote high self esteem
- Become creative, independent learners
- Be given significant time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations
- Have the flexibility to decide what they are going to learn and how
- Be given the opportunity to decide upon the final outcome of their learning
- Be able to set own targets for learning
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Help children understand Britain's cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development.
- Learn and practise the basic skills of English, Mathematics and Computing
- Makes learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning

How has the St Nicholas CE First School Curriculum been designed?

The curriculum has been designed with the pupils at the heart. We appreciate that not all children enjoy learning in the same way and that all children have different interests, passions, gifts, talents and learning needs. As such a range of factors have been taken into account when organising our curriculum within individual subject areas:

Flow – as a school within a three tier system which splits the KS2 curriculum between First and Middle School, consultation took place between First and Middle schools that St Nicholas children typically feed into to try and avoid unnecessary overlap of themes and content, notwithstanding that skills taught at each year group would have been more or less challenging depending upon age and stage in which taught.

Pupil Characteristics and local context – having taken into account the pupil demographic and characteristics of the learners in our school we have tried to design a curriculum that will meet their needs, extend and develop them as learners as well as enthuse them. For example as a school we acknowledge that for some of our children, the following factors may have an impact on their learning and development

Lack of outdoor space	Some families reside in properties with limited or no outdoor space and space within the home may be cramped.	Gardening opportunities Time to be outdoors and explore – Forest School
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<p>Busy lives and working families</p>	<p>Many children have parents that work full or part time. As a result supervised outdoor time may be difficult for families outside of school hours within the week and for some even at weekends.</p>	<p>Learning to take risks A full and extensive PE and extracurricular sporting offer Specialist teaching Retention of the one hour outdoor lunchtime with a full play programme Opportunities for big movement Bikeability Exploring the local area</p>
<p>Love of technology</p>	<p>Many children in our school personally own technology which can be an excellent resource but also support passivity and inactivity, limiting social interaction in the “real world”.</p>	<p>An excellent Online Safety and Safeguarding programme with Digital Leaders at the fore. This is embedded in all curriculum areas also. The physicality of the curriculum ensures that whilst in school children move more (Active Maths and Literacy approaches)</p>
<p>Confident and empowered children</p>	<p>Most of our children know that they have a voice and are listened to at home and at school. Some of our children love to perform and have the limelight. One or two are more reserved and quiet.</p>	<p>A curriculum that is rich in the Arts promotes “finding you voice” and using it properly. This supports more reserved pupils to have a go and step outside of their comfort zone, but also channels the more confident pupil’s confidence and energies positively. This gives all groups positive affirmation and recognition. Specialist music lessons and vocal tuition Lunchtime and PSHCE lessons (as well as others) employ ideologies such as those in The Chimp Paradox and self –love to help develop resilient and happy, healthy minds.</p>
<p>Developing pre-learning skills</p>	<p>As a school we have noticed that children starting school need more PSED and Communication support. Children need these skills to support their school readiness and readiness to learn.</p>	<p>The EYFS curriculum (in keeping with good EYFS philosophy and pedagogy) focuses on developing the early play and social skills and cementing the Prime areas to lay foundations for KS1. A talk and experience rich curriculum is central to this.</p>
<p>Sense of identity</p>	<p>As a community we can be so forward looking that we forget to</p>	<p>We believe as a community that our children are enriched by learning about the past. The</p>

	take time to learn from the past and appreciate our heritage.	History curriculum is brought to life by first hand experiences, visits and by choosing topics that really capture the imaginations of our learners. We draw upon resources and special events within our local area and ensure that the children are taught about important values and events from the past with a developing sense of chronology.
Social and Christian responsibility	As a church school it is important that Christian values and learning about and from faith underpins topics. This is supported in each subject area by developing opportunities to safeguard our pupils in an age appropriate way. Some of our children may be deemed to be relatively privileged and it is important that the children are taught humility and gratitude and about caring for those less fortunate.	Our church school ethos underpins all curriculum areas and we believe that the children in our school should be taught to take responsibility for their actions, the mark they make on the world around them and their peers. As well as the Christian values, British Values and a vigilant culture and teaching of Safeguarding principles are woven into topics, so that these elements are always taught.
Outward Looking	Whilst some of our children travel widely, others do not. For some it is important that the school opens up a sense of internationalism.	The curriculum offers cultural experiences and opportunities to learn about other countries and languages. It supports learning about the UK, as well as its place within Europe and the World. Children have personal engagements with other countries through global partnerships – Gambia Sponsorship, Send A Cow.

The School Environment – the safe school site promotes independent learning, use of the outdoors in the extensive grounds and physical activity. As a hub of the community we aim to maximise its use within and outside of the school day.

Inclusion – We are a fully inclusive school and our curriculum has been designed to facilitate access for all pupils within lesson and within extra-curricular activities. Barriers to inclusion are always removed where practicable and safe to do so. E.g Pupil Premium access to paid clubs/visits etc.

Key Skills

We believe that the following skills and attributes are key within pupil development, and these are promoted through our creative curriculum:

- Communication
- Application
- Information Technology
- Working with others
- Improving own learning and performance
- Problem solving attributes
- Try new things
- Work hard
- Concentrate
- Push themselves
- Imagine
- Improve
- Understand others
- Not give up

We believe that key skills in Mathematics and English should be planned in to Foundation subjects as an opportunity for independent application outside of a lesson, but not as the core learning, so as to not detract from the curriculum specific knowledge and skills being taught and learnt.

Inspiration Days

Aside from weekly teaching of foundation curriculum lessons, the History and Geography lessons referred to as “Topic” are launched with an Inspiration Day. This will be a full day each term where children immerse themselves in their topic with:

- Lots of hand on and practical experiences
- Work within a larger full day project
- Workshops
- Time to carry out KWL, what we know, what we want to know in readiness for what we have learnt at the end of a unit. This helps children to begin to direct their own learning journey throughout a topic more.

Homework

Since January 2019, in response to parent trials and feedback, homework has been organised to support the full curriculum more, not exclusively Maths and English. This helps nurture other gifts and talents, helps parents to enthuse and inspire their child more and provide a more rounded homework experience for pupils and their teachers to share in. Involving parents and children in supporting the wider curriculum at KS1 and 2 has enriched discussion and learning at home.

Review

Our curriculum is reviewed regularly within school and shared with all stakeholders on the school website annually, termly and with school governors. It is adapted and amended as required to best meet the needs of the pupils and address any change in contexts, national events or special circumstances.

NB For more information on individual curriculum areas and homework please refer to specific school policies.