

Curriculum Policy and Statement of Intent

Shincliffe CE Primary School

Adopted: October 2026

Review: October 2028

We believe that every member of our school community should feel valued, respected and enabled to experience 'life in all its fullness.' This is in accordance with our School Vision Statement which states:

"Every member of the school community is valued as a child of God, made in his image and likeness. All are welcome and are encouraged to use their gifts and talents to contribute to the happy and caring environment we strive to create."

School Vision Statement

Our vision is rooted in Jesus' promise that he has '*come that you may have life, and have it to the full.*'

This Curriculum Policy supports pupils in realising the fullness of life and in the use of their God-given talents and gifts.

At Shincliffe CE Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2021 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 and 'life in all its fullness.' Children develop a strong sense of moral purpose in addition to a respect for, and understanding of, people. Good mental health and wellbeing is vital for our children to develop 'life in all its fullness.' To that end, our curriculum is underpinned by the support we offer pupils to live healthy and fulfilled lives.

Introduction

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 as a result of our strong Christian vision, associated values and nurturing ethos. We 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, God-given, potential.

Vision and Values

At Shincliffe CE Primary School we strive to make our children passionate for learning and make their learning as much fun and as meaningful and relevant as possible. To that end we make best use of our local context and the resources our community and local and regional area offers. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual, made in God's image and likeness; 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.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures, backgrounds and beliefs. We value the spiritual and moral development of each person, 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.

At Shincliffe CE our Christian values permeate all areas of school life and support the delivery of our Christian Vison for 'life in all its fullness.'

Our vision is in line with the Church of England's wider *Vision for Education* and supports the four strands, namely:

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Aims

At Shincliffe CE Primary School, we 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
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential and always be prepared for the next stage in their learning.
- 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
- 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

Organisation and Planning

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children. Learning is sequential and progressive. Teachers give careful attention to how the curriculum in each subject is planned to ensure that teaching build upon what pupils already known in order to support them to both know more and remember more. It is in this development of the long term memory that we can be sure that learning has been successful.

The following National Curriculum subjects are taught:

English

Maths

Science

PE

Music

History

Geography

RE

Computing

MFL (French)

Art and Design

Design Technology

The Reception curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is also guided by the children's interests as appropriate.

In KS1 and KS2 our curriculum is all planned on a yearly cycle with an emphasis placed on rich and well-matched experiences, cross curricular links and learning supported by quality texts and other appropriate experiences available in the local and regional area.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers craft medium term plans to achieve balance and coverage over a term or half term. The more detailed weekly/ half-termly short term planning will focus on the teaching process. A planning proforma is used throughout the whole school to focus learning expectations and for teachers to map the sequence of learning clearly showing differentiation, teaching assistant direction, assessment opportunities and expected outcomes and resources required. Teachers have autonomy in terms of timetabling across a half term whilst ensuring full curriculum coverage. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

EYFS

During the EYFS, we support all of our pupils to develop positive attitudes towards learning, to be 'school ready' and so prepared for the next stage in their educational journey and to become full members of a community in which they will discover 'life in all its fullness.' A practical, playful approach to learning, based on the needs and interests of our children, is delivered through topic-based planning. We teach children individually, in small groups and in whole class settings. Through a combination of teacher input through a variety of groupings and continuous provision opportunities, learning is planned to enable children to develop their learning independently through exploration and challenge.

The "Characteristics of Effective Learning" are at the heart of the Early Years Curriculum and explore the different ways in which children learn. They highlight the importance of playing and learning, active learning and thinking critically. All the learning experiences we plan for the children allow them to utilise and develop these skills. Our learning environments, both inside and outside, are stimulating and relevant to the needs and age/stage of our children.

English

We support all of our pupils to be capable readers, writers, spellers and speakers, who can transfer their English skills to other subjects and who are prepared for the next steps in their learning. We nurture them as eloquent and articulate speakers and writers, who use a wide and purposeful vocabulary. We encourage them as readers, who select texts for purpose and pleasure. Books and reading are at the heart of everything we do. Reading materials are built upon quality picture books, stimulating novels and non-fiction texts. These support children on the journey from reading to writing. Within our timetable, we are committed to providing independent and/or supported reading time on a daily basis in order to foster a whole school culture of reading for pleasure, alongside staff from Reception to Y6 reading to their classes daily in order to model the use of intonation and expression when reading.

Maths

We are committed to fostering an enthusiasm for maths. Children will have a secure recall of key mathematical facts and a fluent understanding of concrete calculation. Carefully planned opportunities enable connections to be developed between the maths we learn in school and its real life application of mathematical skills for life. Learning is enhanced by the exploration of mathematical concepts in a range of engaging, purposeful experiences; helping children to become fluent, determined mathematicians, who can confidently explain their understanding through reasoning and problem solving.

Religious Education

Our RE curriculum is planned and taught in line with the Durham agreed syllabus. Through the teaching of Religious Education, our pupils are able to articulate how religious faith affects people's lives, through sensitively asking and answering questions. They use a variety of media, such as art and drama, to enable them to find answers and to support discussions. We support children to consider the 'Big Questions', engage with the text and to confidently use the Religious Literacy introduced in each Key Stage. Pupils have varied opportunities to make links with the wider world and other faiths, whilst at the same time learning skills that will enable them connect Christian practices, values and beliefs to events and teaching in the Bible.

Science

We provide a science curriculum that provides opportunities for investigative lessons. Children are exposed to a wide variety of topics that support their natural curiosity for learning. Our curriculum aims to broaden the children's scientific view of, and respect for, the world around them, whilst promoting a love for enquiry and wanting to explore new things. We want our pupils to develop a love for science that carries through into later life, instilling in them an awareness of how science is relevant in today's society. We ensure that the Working Scientifically skills are built-on and developed throughout their time here, so that they can independently plan and carry out investigations to answer questions that puzzle them; competently use scientific equipment to measure and record data accurately and have the necessary skills and vocabulary to confidently explain concepts and articulate their findings.

History

Our pupils are curious about the past. They enquire about the causes of historical events and understand the impact that these have had. Through their history lessons, pupils learn the variety of ways in which the past is represented and are taught to interpret a range of sources,

both primary and secondary. They develop a secure understanding of chronology. The skills acquired in history equip pupils to consider and evaluate current world events and to reflect on the possible consequences these will have on the future.

Geography

Our pupils are responsible global citizens, who have a solid understanding of place, and appreciate and respect the diverse cultures and traditions of our world. They understand the role they play in protecting the Earth and its resources. Pupils are taught about the physical features of the Earth and about human activity, including populations, politics and economics. They can compare and contrast world locations and competently use mapping skills. Whenever possible, pupils take part in fieldwork. Pupils use their geographical skills to become active and effective members of their local and world community.

Computing

When teaching computing, we equip the children with the skills required to use computers and electronic devices effectively to enable them to maximise their potential. To do so, we deploy teaching strategies that promote resilience, independence, critical thinking, communication skills and problem solving. We ensure that our pupils become confident users of IT and responsible digital citizens, who are ready to meet the challenges of their digital future.

Physical Education

We promote an 'everybody active' attitude amongst the children, where all pupils develop a keen interest in sport and are willing to partake in sporting activities. We provide a variety of engaging lessons delivered by school staff and external bodies; deploy a wide range of teaching strategies and enter a good selection of competitions for the children across both key stages. By doing this, the pupils further develop their confidence and self-esteem when they are accessing P.E. lessons and when they are representing the school in sporting competitions. The pupils also continue to develop their knowledge and understanding of a wide range of sports, equipping them with the skills they need to access sporting activities.

Art and Design

It is our belief that all children should have access to an art and design curriculum which fosters a lifelong love and appreciation this subject. We present children with a diverse range of experiences, so that they can experience art and design from different cultures and periods of historical significance. Our curriculum ensures that children's experiences of this subject will result in them being able to use the visual elements of art and design confidently, in their own work. We expect children to be able to look at an image or a piece of art or design and to understand it, not just react to it. We equip them with the skills required to have an

understanding of the language of art and design. This enables them to describe what they see in detail and to provide evidence for their observations.

Design Technology

It is our belief that by offering children an inspiring, stimulating and challenging design technology curriculum, we can equip them with the skills and knowledge they will need to thrive in a rapidly advancing technological world. Our design technology curriculum presents our children with experiences which develop their skills. We present them with challenging, relevant projects, which promote, encourage and develop their creativity. Through a diverse range of experiences, we actively encourage our children to be critical thinkers, forward planners and effective problem solvers. We also teach our children to be able to work as capable individuals and valuable, productive team members. Through our design technology curriculum, we teach our children about the impact of design and technology on the lives of people.

Music

We provide a music education that gives individuals the confidence to partake in music, promotes self-confidence and gives all pupils a sense of achievement. We do this through providing opportunities for appreciation, composition and singing alongside new opportunities and chances to showcase talents within and beyond our school community. We are committed to inspiring children to develop an interest and appreciation of music, foster talents, develop creativity and imagination.

MFL

A high-quality languages education should foster children's curiosity and deepen their understanding of the world. We believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills in speaking, listening, reading and writing, with an aim of making substantial progress in one language. Accessing first quality teaching of French helps children develop skills that will open further opportunities later in life. The teaching of French in EYFS, KS1 and KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language learning at KS3. We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

PSHE and RSE

We provide a curriculum in which PSHE and RSE are embedded. Our subject provision includes opportunities to develop pupils' spiritual, moral, social and cultural development, whilst strongly upholding and promoting our school vision and British Values. This in turn enables all children to develop an understanding of the ever-changing world in which we live, develop the skills necessary to manage their lives safely and effectively through building healthy consensual relationships and take an active role in their community.