



Queen Berengaria School

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*Children are at the heart of all we do*

# Curriculum Policy

Approved by:

[Name]

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## 1. Introduction

Our aim at Queen Berengaria School is to provide all children with a stimulating and inclusive educational environment in which everyone feels safe, respected and supported to grow and develop to their full potential and become life-long learners. Our school encourages our children to develop an internal moral code based on a desire to learn and British values so that they can understand how they can improve their own lives through education and their first-hand experiences. We will support, challenge and inspire children to achieve their potential and ambitions and become well-rounded adults that are fully prepared for a purposeful and enriched life in the modern world.

## 2. Aims and Intent

We are committed to providing a curriculum that is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all where children feel safe to try new things.

A broad and balanced curriculum is not just the timetabled subjects; it is every student's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, careers, how to behave, how to have tolerance of others and good mental health.

The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law.

We also understand that having a wide vocabulary and good reading skills are crucial for our pupils to be able to access all aspects of the curriculum. We believe that all students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

We aim to offer high quality education in a friendly and supportive environment by:

- Providing a broad and balanced education for all pupils that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and employment.
- Enabling pupils to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations.
- Teaching children to have an internal wish to learn and how they can improve their own lives through education and first-hand experiences.
- Providing an inclusive curriculum that encourages high standards, provides challenge and engages all children with their learning.
- Supporting pupils' physical development and responsibility for their own health, and enable them to be active.
- Promoting a positive attitude towards learning.
- Ensuring that all pupils to make the best possible progress and to achieve the highest possible attainment.
- Equipping pupils with the knowledge and cultural capital they need to succeed in life.
- Providing children with an inspiring and enquiry-based curriculum to promote creativity and a thirst for learning.
- Leading children to have an internal moral code that is based upon British values and the School values of Respect, Responsibility and Cooperation.
- Giving parents the information needed to support their child to learn and behave well.
- Staff working hard, but enjoying their work because of their visible impact on the children and families.

At Queen Berengaria, we know that pupils who have a positive attitude towards their learning will make good progress and be successful; consequently, instilling a 'growth mind-set' is important. We want all of our pupils – past, present and future – to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve, not only during their time with us, but also throughout the whole of their education journey and their adult lives.

We know that in order for our pupils to fulfil their potential and encourage them to become confident and resilient learners we, as a team, need to be modelling the mind-set of a learner who is not afraid of making mistakes, but who thrives on them knowing that this is all part of the learning process. We consistently endeavour to challenge and develop the attitudes of all pupils and staff towards learning by considering what makes a successful learner.

### 3. Legislation and Guidance

This policy reflects the requirements for schools to provide a broad and balanced curriculum as per the [National Curriculum programmes of study](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

*Religious Education:*

The [1988 Education Reform Act](#) states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

## 4. Roles and Responsibilities

### 4.1 The School Governance Committee (SGC)

The School Governance Committee will monitor the effectiveness of this policy and support the school in monitoring its effectiveness.

The SGC will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).

## 4.2 Headteacher

The Headteacher is responsible for ensure that this policy is adhered to, and that:

- All elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the school vision and values.
- The needs of individual pupils are met by the teachers.
- The amount of time provided for teaching the required elements of the curriculum is adequate.
- Requests to withdraw children from curriculum subjects are managed appropriately and with respect.
- The school's procedures for assessment meet all legal requirements.
- The SGC and ACEO are involved in, and made aware of, decision-making processes relating to the breadth and balance of the curriculum.
- The SGC is advised on whole-school curriculum development priorities in order to make informed decisions.
- Appropriate and quality provision is in place for pupils with different abilities and needs, including children with SEND.

Curriculum TLR holders and Subject Champions are supported to lead their subjects effectively through the allocation of resources, including the organisation of professional development.

## 4.3 Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The **Curriculum Leader** and Headteacher oversee the work of Subject Leaders (TLR Holders) and Subject Champions. They will develop Subject Leaders and Subject Champions through the provision of coaching, mentoring and support, empowering them to lead their subjects successfully and grow as leaders.

**Subject Leader (TLR Holders)** have been given responsibility for a group of subjects:

- Science, Design Technology and Physical Education
- Art and Design, Music, Languages and Computing
- History, Geography, Religious Education and PSHE

Subject Leaders will support Champions to achieve their roles and responsibilities. They will oversee and support evaluation of provision within each subject area, including assessment. Subject Leaders will oversee subject action planning and identify school priorities for subjects within their remit.

**Subject Champions** are all qualified teachers. Each of the following subjects has a designated Subject Champion: religious education (RE), mathematics, English, phonics, science, physical education (PE), languages, art and design, design and technology (D&T), history, geography, music, computing, Relationships and Sex Education (RSE) and Personal, Social and Emotional Education (PSHE).

Within each subject area, Subject Champions will:

- Sustain and reimagine the vision (intent) for their subject.
- Be ambitious for their subject, supporting the design of a curriculum progression model that challenges pupils.
- Support teachers in the effective delivery (implementation) of the curriculum, helping to ensuring that the needs of all pupils are met.
- Evaluate the implementation of their subject through a range of approaches (this will usually include professional discussions with teachers, meeting with pupils, and looking at examples of pupil work).
- Manage resources, ensuring teachers have the materials they need to facilitate effective teaching and learning.
- Keep up-to-date with current thinking, initiatives and developments in their subject and disseminate this as appropriate.
- Be aware of staff development needs and facilitate professional development.
- Facilitate the sharing of good practice.
- Report to school leaders and the SGC on the impact of the curriculum.

**Teachers and HLTAs** plan and implement each subject within their year group / phase. All members of teaching staff share responsibility with Subject Champions and the Headteacher for the ongoing development of the school curriculum.

**Learning Support Assistants** implement, and where appropriate, plan activities and interventions as directed by the teacher or SENDCO.

## 5. Curriculum Evaluation and Development

Curriculum evaluation and development is an ongoing process, overseen by the Headteacher and Curriculum Leader.

Subject development plans, overseen by Subject Leaders (with support from the Headteacher/Curriculum Leader), are aligned to the whole-school curriculum development plan. These are also referred to as 'subject action plans'. These are written to ensure that subject development is coherent over time. Whilst they are aligned with the whole-school curriculum development plan, they will also feature goals and actions that are unique to the subject.

This joined-up approach ensures coherence in curriculum development planning over time and across different subject disciplines.

## 6. Curriculum Organisation and Planning

To ensure progression for each subject across the curriculum that both embeds and extends the learning and knowledge of all children, curriculum progression documents drive our curriculum. These draw upon the work of Chris Quigley, our staff knowledge and expertise together with our unique context. This way we are able to set ambitious, challenging

learning goals that support pupils to develop mastery. Our curriculum is our progression model. If our pupils are moving through our curriculum as expected, we are confident that they are exposed to challenging learning goals that prepare them for the next stage of their education.

Staff in year groups have created a cross-curricular approach to learning by setting out a long-term plan of units of learning around a topic. Medium term plans are written to ensure coverage of all subjects with short term planning using learning objectives, skills and knowledge to carefully tailor to meet the needs of all pupils ensuring consistency and progression across the school.

## 7. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Pupils with high prior attainment
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils identified as vulnerable
- Pupils with SEND
- Pupils with English as an additional language (EAL)

We believe whole-heartedly that every pupil, regardless of their prior attainment, has the potential to achieve and excel in every area of the school curriculum.

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Subject leaders play an important role in supporting teachers to meet the needs of all pupils within their subject.

For more information, please see the SEND Policy, the SEND Information Report and Equality Statement.

## 8. Curriculum Subjects: Implementation

### 8.1 Early Years Foundation Stage

The education our children receive in the Early Years is of vital importance. As such, our EYFS curriculum is carefully designed to enable children to develop a strong foundation in all areas of learning. The curriculum is broad and balanced, covering all seven areas of learning and development. It is challenging and structured strategically so that children develop, consolidate and deepen their knowledge, understanding and skills and

are best prepared to continue their learning journey in Year 1. The EYFS curriculum has been adult designed to ensure a strong foundation to learning for our children. However, within each unit of learning there is still the opportunity and flexibility for children to develop their own fascinations, guide learning and enhance the curriculum that is planned.

Learning to read is central: staff teach children to read systematically using synthetic phonics (RWI) and promote a love of reading, through reading aloud and telling stories and rhymes. We use White Rose Maths and guidance from the NCETM Mastering Number programme to support our mathematical curriculum and development. Our curriculum is vocabulary rich with vocabulary development being a golden thread running through our curriculum plan.

Within each unit of learning key vocabulary is identified and is explicitly taught within the unit and shared with parents. The development of high-quality vocabulary is supported by our carefully selected high-quality texts (a range of fiction and non-fiction books) that support and enhance the children's knowledge developed from each unit of learning. Establishing a strong parent partnership is vital for us and we share the Development Matters 2021 recognition that a 'strong respectful partnership' allows children to 'thrive' in the Early Years. Here are some of the ways through which we establish these strong relationships:

- Each half term parents will receive a curriculum overview to clearly explain the topic, learning and vocabulary that will be taught over the next half term.
- Throughout the year parents will have the opportunity to 'Stay and Play'. These sessions will provide parents a valuable opportunity to spend time in our learning environment, engage in our continuous provision and share their child's learning with them.
- Throughout the year parents, support our learning through visits into class in relation to their expertise. The EYFS team seek their support through visits and talks into class.

To ensure learning is effective in our Early Years Foundation Stage, our curriculum combines:

- Play
- Exploration
- Active learning
- Creative thinking
- Critical thinking



## 8.2 English

### Reading

The aim of reading at Queen Berengaria School is to enable pupils to read easily, fluently and with good understanding. We aim for every pupil to develop the habit of reading widely for both pleasure and information as well as encouraging a love of literature.

Through Reading, our pupils are equipped to embody our values in learning by acquiring knowledge and building on what they already know. Pupils will have the opportunity to develop culturally, emotionally, intellectually, socially and spiritually through exposure to a wide range of high-quality texts. Through our teaching, we demonstrate how reading for the acquisition of information and knowledge requires perseverance and a range of strategies. Through the comprehension of a range of reading matter, pupils will reflect on the behaviour of the characters in stories and novels and in turn reflect on their own attitudes, actions and behaviour.

Across all year groups, there is a focus in Reading on building resilience. It is important for the pupils to learn that persevering with a text can bring great reward and a personal sense of achievement. The daily practise of reading skills in order to become a fluent reader enhances a pupils' relationship with reading and allows a love of reading to come to fruition. By encouraging curiosity and interest in learning more about our world pupils will become independent and curious in their search for new and exciting information from various sources.

### Writing

We aim to equip all pupils with the key skills in writing so that they can imagine, plan, draft, compose, edit and evaluate in a range of contexts, enabling them to be competent, confident communicators, on page and screen. These integral skills will ensure a firm foundation for life-long learning.

By providing pupils with a range of exciting contexts, we will ensure that they understand the importance of writing effectively and develop their own unique voices to express their ideas, demonstrate their understanding, argue for their beliefs and explore their imagination. Through our teaching, we will provide the resources necessary to support challenge and independence, encourage pupils to make discerning choices and be effective problem-solvers. This resourceful skill set will grow as the curriculum demands so that our pupils can use their surroundings effectively, support each other's learning and understand how to move their learning forward through further interrogation, development or discussion. Through the structure of our writing units, pupils will develop a resilient approach to the creative process: planning, sharing, discussing, editing and presenting on a regular basis so learning goals are clear and support can be provided by peers as well as adults, when challenges arise. Through exposure to established writers as well as shared pieces composed together or peer compositions, pupils will have opportunities to reflect upon how successful they have been in communicating ideas effectively, accurately and legibly. Time to improve, extend or replace is an essential part of the writing process as is the opportunity to appreciate and enjoy the written word.

We will endeavour to ensure that all of our pupils recognise themselves as writers. Our universal approach to exciting, challenging learning opportunities is planned to engage all learners so that they want to write. Where needed, we will provide additional support to those pupils who find aspects of writing difficult, providing them with scaffolds, visual representations, interactive resources, targeted interventions or a personalised curriculum so that writing is accessible and their voice can be heard. Opportunities to celebrate the written word are an integral part of our learning journey.

We want every pupil who leaves Queen Berengaria School to have the skills, knowledge and confidence to be the competent, imaginative, independent writers of tomorrow.

### Handwriting

Handwriting and letter formation is taught initially through the school as part of RWI synthetic phonics. It is taught in a script that progresses from pre-cursive, cursive non-joined to cursive joined. Early intervention and regular handwriting lessons aim to ensure that all pupils are writing in the appropriate by the time that they reach Year 3. From this point onwards, pupils may be introduced to writing in pen, with all pupils writing in pen by the summer term of Year 5. At Queen Berengaria School we recognise the high mobility of our pupils. Pupils entering the school with a good standard of fluent, legible handwriting that is age-appropriate would not be asked to change their letter formation during handwriting lessons. Good presentation and quality handwriting is emphasised at all times and through all forms of writing. Pencil grips are available for use by pupils that require them. The school has high expectations of handwriting and presentation of work and pupils know to ensure that their work is always of an appropriately high standard.

### Speaking and Listening

Our aim for speaking and listening is to promote high standards of language by equipping pupils with a strong command of the spoken word. We work together to enable our pupils to develop excellent listening skills so that they can understand what is being said, engaging effectively with others. We encourage our pupils to use discussion in order to learn and to be able to elaborate and clearly explain their understanding and ideas using a wide vocabulary.

Through Speaking and Listening, our pupils are equipped to embody our values in learning by developing communication skills necessary to succeed in all areas of the curriculum and in the wider society. Through our teaching and the learning opportunities we provide, pupils will develop confidence and competence in spoken language and listening skills. Pupils will develop a sense of responsibility and will grow to understand that words can have consequences. Pupils will debate and discuss, and will learn to reflect on what others have said. Through all curriculum areas, pupils will use their resourcefulness in order to develop their vocabulary and understanding of the spoken word. By developing these skills, we will enable our children to engage with others with compassion and empathy and so develop strong relationships.

Across all year groups, there is a focus within Speaking and Listening for pupils to understand that others may have a different point of view and that this is to be celebrated. Pupils need good role models from adults in school in order for all children to

develop good communication skills. Throughout all subjects, pupils will be given the opportunity to listen to and understand information and then to discuss and debate. Pupils will be given the opportunity to use language during role play and drama.

### **8.3 Mathematics**

Across all year groups, there is a focus within mathematics of securing the foundations in fluency. Through daily maths recall and a persistent and determined drive to secure knowledge in the fundamentals of mathematics, pupils are able to complete basic number calculations with ease, providing more cognitive space for the more challenging elements of the curriculum. Lesson design focusses on fluency, reasoning and problem solving, taking children on a journey through the concrete, into the pictorial and then to the abstract representations. This rich diet enables students to make connections in their learning and understand concepts at a deeper level.

Our mathematics curriculum covers all aspects of the National Curriculum. We teach using the White Rose Maths scheme, which has been matched to our pupils needs. Teaching is further supported by small steps guidance that provides teachers with a greater knowledge of the sequential teaching steps and provides high-quality teaching resources.

We make use of additional resources – both practical and online – to support our children’s learning and provide different opportunities for pupils to apply their knowledge.

### **8.4 Science**

We aim to enable all pupils to develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. We aim to develop an understanding of the nature, processes and methods of science through different types of science enquiries that help children to answer scientific questions about the world around them. Children are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. It is important to ensure that children build on their earlier experiences.

Through our Science curriculum, our pupils are equipped to embody our values in learning by being encouraged to be excited about the world around them and to follow their imagination and curiosity to question and explore further. Learning is purposeful and ‘brought to life,’ through appropriate practical activities which foster language development and a strong scientific understanding through discussion. It can even be a ‘little bit messy!’

Across all year groups, within science, there is a focus on facilitating independence and ownership. Children are given the chance to select equipment and evaluate its effectiveness. It is important that children are afforded the opportunity to explore and generate questions to be investigated and reflect upon their findings and that they are able to choose the appropriate vocabulary to be able to explain their thoughts and discoveries.

Our science curriculum covers all aspects of the National Curriculum and areas of focus include:

### ***Working scientifically***

*Where children are expected to: -*

- ask relevant questions and use different types of scientific enquiries to answer them
- plan, set up and observe closely, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use their observations and ideas to suggest answers to questions, identifying differences, similarities or changes related to simple scientific ideas and processes
- use straightforward scientific evidence to answer questions or to support their findings.
- using test results to make predictions to set up further comparative and fair tests

All of these scientific methods, processes and key skills are explored through the domains of **Biology** (plants, animals and humans, living things, evolution and inheritance), **Chemistry** (materials) and **Physics** (forces and magnets, the solar system, light and seeing, sound and hearing and electricity).

### **8.5 Physical Education (PE)**

Our aim for PE is to inspire all pupils to succeed and excel in competitive sport (against self and others) and other physically-demanding activities, providing opportunities for pupils to become physically confident in a way which supports their health and fitness. We want our pupils to know the importance of leading a healthy and active life.

Our high-quality physical education curriculum helps embed our school's core values. Our pupils build their confidence and character through the different opportunities to compete in sport and other activities, which helps to develop their understanding of fairness and respect. As children become increasingly confident and competent in a broad range of PE, they will be engaged in co-operative physical activities which requires relationship skills, especially when participating in team games: communicating, collaborating and competing with each other. By giving our pupils access to a broad range of opportunities in PE, we promote a sense of resourcefulness that will encourage and equip them to access and embrace a healthy, active lifestyle - taking part in sports and activities outside of school through community links or clubs. As pupils develop their PE skills, they will also learn to evaluate and recognise (and celebrate) their own success.

Across all year groups, there is a focus on making the most of every opportunity and to become the best version of yourself that you can be. By comparing their performances with previous ones and demonstrating improvements to achieve their personal best in a broad

range of different physical activities, children are encouraged to constantly reflect on their achievements and look for ways to improve. In PE, pupils learn the importance of cooperation skills and the need to communicate and collaborate effectively with others, especially when working within a team, building on trust which is fundamental in developing relationships. Ultimately, we want our pupils to develop the confidence and desire to get involved in exercise, sports and activities in and out of school, and for this interest to continue in later life so they will lead a healthy, active life.

Our PE curriculum covers all aspects of the National Curriculum and areas of focus include:

### **KS1**

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### **KS2**

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## **8.6 Languages: French**

Our aim is that through learning another language pupils gain a new and broader perspective on the world, encouraging them to understand their own cultures and those of others. Pupils will develop an interest in learning other languages and will develop a deeper understanding of the multi-lingual world in which we live. We are committed to ensuring that the inclusive teaching of French enables pupils to interpret, create and exchange meaning within and across cultures; laying the foundations for further language teaching at Key Stage 3.

Learning a foreign language provides valuable educational, social and cultural experience for our pupils. They acquire communication and literacy skills that lay the foundation for future language development and gives an international dimension to pupils' learning.

Languages are taught using the 3 Pillars of progression – phonics, vocabulary and grammar. Through a clear structure of sequenced teaching and learning, pupils are able to continually build on their vocabulary and refine their pronunciation skills. A range of engaging activities ensures that pupils are fully immersed in their learning.

## **8.7 Religious Education**

Our aim for Religious Education is to enable pupils to develop their levels of religious literacy and understanding of – and respect for - world religions, faiths and worldviews so that they become thoughtful members of the global community.

Through Religious Education, our pupils are equipped to embody our values in learning by reflecting on their own ideas about religion and beliefs and ways of living and resourcefully investigating and exploring big questions about life. Pupils are given opportunities to connect their learning to their own lives, relationships and experiences so that they can responsibly articulate their own beliefs and views.

Across all year groups, there is a focus within Religious Education on the importance of relationships and responsibility. Through carefully selected tasks, we enable our pupils to develop an aptitude for dialogue which in turn allows them to participate positively in our society building relationships within our school and our diverse community. By, systematically, exploring the meaning and purpose of life, beliefs about God and issues of right and wrong our children develop a sense of responsibility towards others and their right to differ.

## **8.8 Art and Design**

Our aim for Art and Design is to nurture in pupils a passion to explore creative curiosity, knowledge and skills, in order to produce, record, evaluate and analyse a broad range of media, opportunities and practical experiences. We aim to equip our children with a knowledge of a range of artists to help inspire an appreciation of the creation of art.

Through Art and Design, our pupils are equipped to develop a self-belief in their creative abilities and application of learned skills and knowledge. They learn to understand that developments and changes will happen as artworks are produced. Sketchbooks will provide opportunities for pupils to see first-hand the process of art and the importance of evaluating and being self-reflective. Interwoven in art is the skill of respectful critique, understanding that communication of creativity is a personal representation which can be individual or abstract- but always something to be celebrated.

Through careful evaluation and reflection, pupils learn to recognise the importance of improving and altering artworks. Careful planning ensures the development of techniques, including control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Our Art curriculum covers all aspects of the National curriculum and area of focus including:

- exploring their ideas
- proficiency in drawing, painting, sculpture and other art, craft and design techniques

- printing, textiles and ceramics
- photography (ICT).
  - recording their experiences in sketch books
  - understand the historical and cultural development of their art forms
  - studying the works of artists, craft makers and designers from a range of cultures and contexts, time and places.
  - language of art, craft and design

### 8.9 Design and Technology (D&T)

Our aim for D&T is to enable pupils to develop their curiosity, knowledge and skills to design, make and evaluate innovative products that meet the needs of users.

Through D&T, our pupils are equipped to develop innovative practical solutions and products to help meet complex human needs.

Across all year groups, there is a focus within D&T upon building resilience. It is important that pupils learn to recognise failure as an essential part of the designing and making process. Through careful evaluation and reflection, pupils learn to recognise the importance of improving and altering designs. Pupils learn that practical making techniques (such as joining and strengthening materials) require practise and that success will not come instantly.

Our D&T curriculum covers all aspects of the National Curriculum and areas of focus include:

- Cooking and nutrition
- Mechanisms
- Structures
- Textiles
- Mechanical systems
- Electrical systems

### 8.10 Geography

Our aim when teaching Geography is to ensure that children are equipped with the skills to make sense of the world and its people, places and environments through explanatory relationships. Children will gain an understanding of the world around them, its environments, places near and far, and the processes that create and affect them. Pupils' geographical education begins in the Early Years and builds year on year, developing pupils' expertise, knowledge and skills.

Across all year groups, there is a focus on understanding the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. It is

crucial that children understand environmental impact, sustainable development, cultural awareness and cultural diversity, through engaging and effective teaching which also makes the most of opportunities in the local environment.



## 8.11 History

Our aim for History is to enable children to build their knowledge of the past and develop their understanding about how historians investigate the past whilst using historical questioning skills to become analytical and critical thinkers who are able to learn from the past as we move into the future.

Through history, our pupils are equipped with substantive and disciplinary knowledge in combination to give them the skills to construct historical arguments or analyse and reflect. Through our teaching, we demonstrate how evidence-based questioning can develop a deeper understanding of historical contexts in comparison to the modern world.

Across all year groups, there is a focus within history on reflection whereby pupils recognise the value of questioning and how this can enhance learning. They learn through discussion that history does not always give a definitive answer to a question but that sensible conclusions can still be reached. They enhance their relationship skills when drawing on the expertise of local historians from our unique location and an understanding that history is now and that they are a part of it. They develop an understanding of the experiences of people from different times and places.

Our history curriculum covers all aspects of the National Curriculum. We make effective use of appropriate artefacts, local experts and those from further afield to enhance our curriculum.

## 8.12 Computing

Our aim for Computing is to develop and support our pupils so that they may begin to: understand the fundamental principles and concepts of computer science; analyse problems in computational terms; evaluate and use information technology, including new technologies, analytically solve problems. Ultimately the aim is that our pupils become responsible, competent, confident and creative users of ICT as well as creators of the future!

Through computing, our pupils are being equipped with transferrable and vital life skills. They are developing a positive attitude to problem solving, understanding that only through making mistakes and reflecting on our practice and experience, can we improve; they are beginning to understand that they must take responsibility for their own behaviour online in order to keep themselves safe and to promote a better Internet for everyone; they are being exposed to a wide variety of programs, operating systems, devices and methodologies so that they may reflect and make informed decisions when facing technical challenges.

Across all year groups, there is a focus within computing upon building persistence and resilience. Through debugging, pupils learn to recognise the important of finding errors and implementing solutions. Relationships become important when numerous implemented solutions do not work and collaboration with others can be the unlocking of a solution.

Our computing curriculum covers all aspects of the National Curriculum. By the time they leave us, children will have gained key knowledge and skills in the three main areas of computing:

- Computer Science - programming and understanding how digital systems work
- Information Technology - using computer systems to store, retrieve and send information
- Digital Literacy - evaluating digital content and using technology safely and respectfully

### **8.13 Music**

Our aim for Music is to promote and develop pupils' understanding, appreciation and love of music that will continue beyond their school years. For many children, the music they love will be part of the narrative of their lives and will colour the experiences that shape them.

Through music, our pupils develop skills of understanding, performing and creating in an aural environment. Through our teaching, we demonstrate how learning a musical instrument requires a commitment to practise and persistence. When engaging in analysis (listening to and appraising music) we promote a sense of sharing opinions and recognising the differences of how music can impact on a person; pupils gain confidence in expressing themselves and reflecting upon the music they hear. Pupils learn to show respect not only when handling instruments with care but also in their maturity when listening to others perform.

### **8.14 Personal, Social, Health and Economic (PSHE) Education**

Our aim for PSHE is to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

Our school values are woven through each Jigsaw unit. Through the clear structure of every Jigsaw PSHE lesson, children have opportunities to build relationship skills and reflect upon their learning, experiences and own opinions. Structured units of learning allow children to explore their sense of belonging and how they develop and grow as individuals. Through 6 key Puzzle Units, children build conscious resilience for both dealing with life's challenges and change, essential for our unique community and setting.

Across all year groups, there is a focus on belonging, exploring emotions and building relationships with ourselves as well as each other. Each Puzzle Unit, covers different themes, giving children the opportunity to explore and share their thoughts and opinions on a wide range of relevant topics. Our PSHE curriculum is supplemented by allowing children to explore current news and global events, reflecting on their own perceptions and opinions, as well as listening to and respecting the views of others. PSHE at Queen Berengaria School is taught in a spiral curriculum, ensuring that prior learning is revisited and built upon as children progress through each year group.

### **8.15 Relationships and Sex Education, and Health Education**

As of September 2020, it was compulsory for all primary schools to teach Relationships Education and Health Education, as set out in guidance from the Department for Education. This sets out key learning content and advice around providing age-appropriate teaching.

In line with this guidance, we offer our RSE curriculum through our Jigsaw Scheme and are supported in preparation of these lessons by our School Nurse.

Please see our RSE policy for further information about RSE and Health Education at Queen Berengaria School.

### **8.16 Outdoor Learning**

First-hand experience and the transference and application of our classroom knowledge and skills across real-life contexts are fundamental to the productive and successful learning of pupils. At Queen Berengaria School, we enhance our curriculum offer with the provision of Garden School, Forest School and Beach School over the course of the academic year.

Visits encourage an improved understanding of our surroundings, enrich the curriculum; have a positive impact on children's self-esteem and facilitate many skills including the ability to work with others. Educational visits are planned in advance, giving sufficient time for approval, risk assessments, for parents to give their permission for the visit and to collect necessary resources and equipment.

Queen Berengaria School aims to provide high-quality, progressive and frequent provision of educational experiences beyond the classroom, which promote personal development and well-being.

## **9. School Closures: Curriculum Planning**

Whilst extremely rare, an emergency scenario (such as a virus outbreak, adverse weather or severe damage to our buildings) may result in temporary school closure. In these circumstances, our curriculum will, wherever possible, be delivered to pupils at home using the technology available to us.

Our online learning platform (Seesaw) will be used as the central tool. This enables teachers to set tasks and provide interactive teaching content for their pupils. Pupils are able to complete learning tasks and submit them to their teacher within Seesaw. Teachers can then check work and provide appropriate praise and feedback or address misconceptions in future teaching (in line with our Marking and Feedback Policy). In all areas, learning will reflect the curriculum that would be delivered in school. Clear guidelines, expectations and systems are in place to promote and maintain the safe use of Seesaw by all.

Communication with parents and families during school closures will usually be via Seesaw or Bromcom however, email and text messages may be used. Messages and instructions will be sent directly to pupils within Seesaw.

If there are questions or queries, parents and families can make contact with school in the usual way.

For more information, please see the Remote Learning Policy.

## **10. Monitoring and Review**

This policy will be reviewed regularly (usually every 12 months) by Subject Leaders, the Curriculum Leader and the Headteacher. The monitoring and review process of this policy is support by the Monitoring Quality and Standards Policy. At every review, the policy will be shared with the School Governance Committee.

## **11. Links to Other Policies**

All policies, particularly

- Teaching and Learning Policy
- Marking and Feedback Policy
- RSE Policy
- Handwriting and Presentation Policy
- Remote Learning Policy
- Monitoring Quality and Standards Policy.