Christ Church CE Primary School

Curriculum Policy

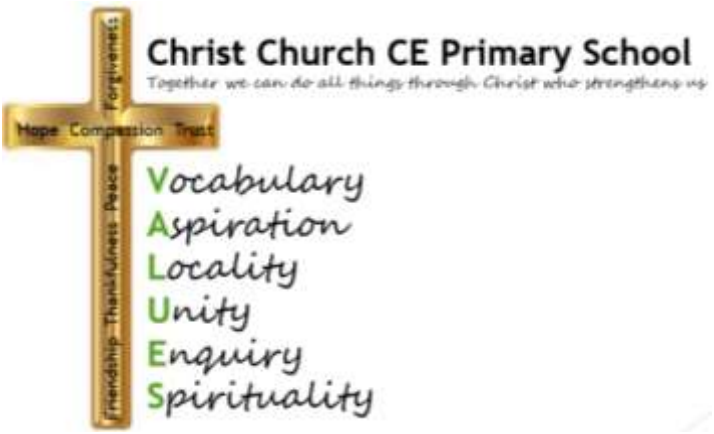
2024-2025

Curriculum Policy 2024 – 2025

1. Curriculum aims

Intent

Our curriculum is underpinned by our **core Christian values of Friendship, Thankfulness, Peace, Trust, Forgiveness, Compassion and Hope** which are embedded in the life of the school and its community. These values permeate through the curriculum and support the children to become the very best versions of themselves. We aspire for our pupils to be good Christians, positive members of the community, role models that others may follow, healthy, happy and safe and to continue on their journey into the world as good citizens. As a staff we have devised our curriculum to embody the following key concepts.



Vocabulary
Reading and vocabulary development sit at the heart of our curriculum; enabling pupils to access the key to their future successes. We ensure key knowledge; skills and vocabulary are not only taught and learnt but embedded and built upon for every topic in every subject across school.
We want for our children to acquire the language of each subject – enabling pupils to think, speak and write like historians, geographers, artists for example, in each area of the curriculum. This is built upon as the children progress through school, equipping them for their journey beyond Christ Church, at further education and in their future careers and lives.

Aspiration
To be independent, successful citizens of the United Kingdom, we want our children to be ambitious about who they can be and what they can achieve. They need to know that they can achieve anything and everything, irrespective of their background.
Our curriculum is carefully crafted to ensure all children have equal access to all areas of the curriculum, enrichment activities and extra-curricular learning too. We have planned a range of valuable enrichment opportunities which take the form of well-planned visits, workshops, experiences away from the classroom, clubs and visitors – exposing our pupils to their future opportunities, motivating them to strive towards their aspirations.

Locality
We have devised our curriculum to ensure breadth and balance for all, utilising features within our local area of Bootle and Liverpool, which has enabled us to develop our children's music, science, art, history and geography skills.
We have excellent relationships with our local church, library, schools, colleges and businesses, all of which contribute to our unique curriculum throughout the year. We take our children out of the local area too, in order to make links with their learning in school. We wish to give our children roots yet wings: roots to give pupils a sense of belonging - proud of where they are from and the stability of knowing here is home; yet wings to have the confidence and freedom to explore the world around them and the opportunities and possibilities it has to offer both now and in the future.

Unity
The ability to get along with others in a variety of situations is a crucial life skill. At Christ Church, we collaborate with each other in school in a range of different ways: through teams, clubs, groups, faculties, as well as a whole school and within the school and local community.
Families are invited to work with their children on a home-school links project, giving the children opportunity to apply the knowledge and skills learnt in school, in a creative way at home. Parents are invited to a range of planned events throughout the school calendar, fostering positive relationships and reflecting our 'Together We Can' ethos.
Pupils' opinions and ideas are always included when planning out our curriculum and both our School Council and Curriculum Ambassadors share and express their views on the current curriculum content, contributing positively to plan for improvements. We aspire for our pupils to be positive, resilient, Christian courageous advocates who serve and contribute to their community and society as a whole, to make a difference to others.

Enquiry
All learning at all levels starts with a question and ends with an answer. This answer may, in turn, lead onto other questions. The great discoveries in Science, Technology, Engineering and Maths have all begun with a question and the appreciation of the world around us and its peoples we develop from Geography, History and R.E.
From the time children learn to speak, they ask questions; it is a natural way of learning. Encouraging enquiring minds - asking questions about the world we live in and developing life-long learners is central to our curriculum. We instil in our children that we are here to feel, wonder and gaze in awe at the world. Instead of just teaching our children how to use things and do things, we nourish their sense of wonder and curiosity.

Society
Throughout our curriculum, we aim to give our children the opportunities to feel a sense of connection to something bigger than themselves. To some this may be intricately linked to their association with church or place of worship; others may choose to pray or find comfort in a personal relationship with God or a higher power. Still others seek meaning through their connections to nature, art or to others. Like their sense of purpose, we believe that our children's personal definitions of spirituality may change throughout their life, adapting to their own experiences and relationships. At Christ Church we believe in giving our children the opportunities to ask big questions and the vocabulary and space to be able to articulate, reflect upon and therefore deepen their own spirituality, meaning and purpose. We feel that this is crucial for the wellbeing of our pupils and school community to ensure we are happy, healthy and safe.

At Christ Church we have developed a rich and balanced curriculum for all pupils. Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Our aims are not only to fulfil the requirements of the National Curriculum but also to provide all children with the ability to:

- read and to be able to access a range of reading materials
- communicate with others both through written and spoken form
- write using Standard English - correct spelling, grammar, punctuation
- solve problems and reason about maths
- calculate efficiently using a range of mental and formal methods
- be curious about the world around them and about their place in it now and in the future
- discover life-long passions and interests
- learn about their own faith and the faiths of others

We ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support. Parents are invited to work with their children on a **home-school links** project, giving the children opportunity to apply the knowledge and skills learnt in school, in a creative way at home. Parents are invited to a range of planned events throughout the school calendar, fostering positive relationships and reflecting our *Together We Can* ethos.

Implementation

In ensuring progress is made and can be measured throughout the school, implementing a holistic approach to teaching and learning is crucial for our children. With a successful leadership model embedded in the school, all staff are committed to their role in helping our children achieve.
Our curriculum is carefully crafted to ensure all children have equal access to all areas of the curriculum, enrichment activities and extra-curricular learning too. Subject leaders have worked with the Curriculum leader and staff to improve the content of our knowledge organisers with a focus on progressive and purposeful vocabulary and this in turn has facilitated improvements. Vocabulary for each subject is embedded throughout the year – not just 'topic-based' for example 'sarcophagus' for the History topic of Egyptians but also subject-specific for example: *sources, evidence* which is built upon as the children progress through school, equipping them for their journey beyond Christ Church. Subject leaders have scrutinised the content of each topic taught and taken ownership of the development of the subject to ensure we are teaching the skills, knowledge and vocabulary that is relevant to our children.

We have devised our curriculum to ensure breadth and balance for all, utilising features within our local area of Bootle and Liverpool, which has enabled us to develop our children's music, science, art, history and geography skills.
We have excellent relationships with our local church, library, schools, colleges and businesses, all of which contribute to our unique curriculum throughout the year. We believe that experiences broaden horizons for our pupils. At Christ Church CE, we have planned a range of valuable **enrichment opportunities** which take the form of well-planned visits, experiences and visitors. As much as possible, we take our children out of the local area too, in order to make links with their learning in school. Poets, artists, actors, governors, musicians, historians and scientists work with our children regularly to enrich their experiences and help them acquire skills and begin to form their aspirations for their future. In recent years we have achieved Primary Science Quality Mark, Heritage Award, Platinum School Games Award, Bronze and Silver Wellbeing & Health Awards. We are also currently striving towards achieving our Artsmark Platinum Award having achieved Gold Award, we are also completing the School Improvement Liverpool Reading Quality Mark and Attachment & Trauma award.

We also offer lunch-time clubs and after-school clubs linked to all subjects in our curriculum. Pupils' opinions and ideas are always included when planning out our curriculum and both our **School Council** and **Curriculum Ambassadors** meet regularly with staff and subject leaders to give feedback and express their views on the current curriculum content, contributing positively to plan for improvements. We endeavour to ensure all children feel valued and listened to.

Sport is recognised as an excellent tool in enabling physical and mental well-being and as a result we employ a full-time specialist P.E teacher to deliver a robust and challenging PE curriculum to all children. Alongside this, advanced sporting opportunities are offered to all children in different year groups both during and after the school day.
Alongside teaching of curriculum subjects and assessment of attainment and progress, we ensure that our children's talents and successes are celebrated throughout school. We hold weekly achievement assemblies which not only celebrate academic gains but personal ones too. Values, HERO (Here Everyday Ready to Learn On time) Attendance targets and reading achievements are also celebrated across all year groups; this helps to inspire children to work hard in all areas of their learning as we embed a culture of celebrating all successes for every child. We promote these achievements on our Twitter Page, website, and weekly newsletter and in displays around the school. Pupils' work, views and successes are also published in our monthly Children's Magazine written and produced by our pupils. Throughout all that we do, all staff teach and lead with the highest expectations. High expectations of all our children lead to high aspirations and the belief that they can achieve in all they do.

With the understanding that a large number of our children enter our school with lower than national starting points, we believe that family and community engagement is key to break down the barriers of any possible, pre-existing negative school experiences and to welcome families in to our happy, supportive school. The Early Years team focus highly on play-based learning which is informed by topics and children's interests and complemented with a balance

of adult directed tasks. This approach to teaching ensures high level engagement for all children throughout their early years' education and creates positive learning experiences in readiness for Key Stage 1. Throughout all stages of learning, teachers use this holistic approach to mould and shape the curriculum in order for it to fit the needs of the children in their class.

Our multi-agency approach is implemented throughout school and the utilisation of such agencies helps to close the gaps for some of our most vulnerable children. Each class has at least one Teaching Assistant who will also deliver interventions throughout the day.

Our Inclusion Hub provides a safe place for our most vulnerable pupils and can offer support for short-term, inclusive focused intervention that works for the long term. The Hub consists of a Pastoral Manager, Pastoral Assistant and 2x SENDCOs who give the necessary help to remove any barriers to learning.

Impact

The impact and measure of our curriculum, is to ensure children not only acquire the appropriate age-related knowledge and vocabulary but also skills which equip them to progress from their starting points. Allowing subject leaders to shape their own subjects for the needs of our pupils has given them an in-depth understanding of the pedagogy and practice in their specific curriculum area and consequently children have a good understanding and knowledge of each subject with an effective word bank which enables them to express and articulate their knowledge confidently. In shaping our curriculum in the way we have, progress can be measured and evidenced for all children, regardless of their starting points or specific needs. We now teach our children to ensure we alter their long-term memories and we define progress as knowing and remembering more.

At Christ Church we work hard to plan a broad and balanced curriculum which is expertly delivered to ensure a child's entire school experience enables them to develop a deep body of knowledge and vocabulary which will see them through to further study, work and a successful adult life in whatever they choose.
We pride ourselves on pupils' achievements regardless of background through our nurture, inclusion and 'together we can' culture. When our children leave us, as well as being KS3 ready, they have a wealth of transferrable skills. Moreover we feel proud that once a Christ Church child moves onward upon their journey from here, they have been supported through their transition; enjoyed their learning and whole-school life, been exposed to rich, purposeful language and knowledge and have high aspirations and self-belief, all through our broad and balanced curriculum. Above all they leave as resilient, kind, and supportive Christian citizens themselves.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the National Curriculum programmes of study which we have chosen to follow.

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.

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the curriculum as a whole
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Curriculum Subject Leaders

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

Curriculum Team- Headteacher; Assistant Headteachers; Faculty Leaders; EYFS Manager

Assessment Lead – Rachael Davies; Rachel Ebo (Assistant Headteachers)

SENDco EYFS -Year 2 – Lesley Hall

SENDco Year 3- Year 6 – Jennifer Size

EYFS Manager - Donna Kilgallon (TLR Postholder)

Phonics Lead - Sarah Naden (TLR Postholder)

Wellbeing & Distinctiveness Lead: Rachael Davies; Rachel Ebo;

Arts & Humanities Faculty Lead - Sarah Naden

STEM Faculty Lead – Jemma Waring

Subject Leaders:

English	Rachael Davies; Rachel Ebo
Phonics Lead	Sarah Naden
Latin	Katy Kerr
Oracy	Katy Kerr

Maths	Rachael Davies; Rachel Ebo
PSHE/SRE	Molly Turrell
R.E	Alicia Willis
Science	Jemma Waring
History	Kathryn Kent
Geography	Stacey McEvilly
Art & Design	Rebecca Edwards
DT	Nicola Johnson
Computing	Hannah Cropper
P.E	Claire McCormack
Music	Sarah Naden

4. Curriculum Faculties

At Christ Church CE Primary we continue our *together we can* ethos through the development of our Curriculum Faculties. Our faculties make learning more efficient and fun. Working with other Subject Leaders enables us to pool ideas, make connections within subjects - combining a variety of skills to develop, deepen and broaden pupils' learning. Furthermore, our faculties give us the chance to learn from each other. There are many benefits from analysing, discussing and exploring ideas and questions and gaining feedback from each other.

At Christ Church we have created faculties in the following areas:

The Arts – *English; Latin; Art & Design; Music*

English

At Christ Church CE Primary School, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes primary literate and progresses in the areas of reading, writing and oracy. Staff here are aware of the differing groups of learners and vulnerable children in their class and teachers plan and teach personalised English lessons which focus on the particular needs of each child. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.
English is not only a daily discrete lesson, but is at the basis of the entire curriculum. It is embedded within all our lessons and we strive for a high level of English for all. Through using a range of carefully selected high-quality texts, immersing children in vocabulary- rich learning environments and ensuring curriculum expectations and the progression of skills are met, the children at Christ Church CE Primary are exposed to a language rich, creative and continuous English curriculum which enables them to become confident readers, creative writers and articulate communicators.

Reading

At Christ Church Primary we value reading as a key life skill. We believe that with the right support every child can, and will, learn to read. We are passionate about teaching our children to become life- long readers and aim to instil a love of reading in all of our pupils. We believe that the daily, consistent teaching of phonics, following the Read

Write Inc scheme of work is a strong foundation which equips the children with the necessary skills to decode, blend and comprehend the words they read with increasing fluency and confidence.

At Christ Church we believe that learning to read goes beyond phonics lessons and so we follow a rigorous approach to developing reading skills, embedded throughout the curriculum. Each week English lessons across the school begin with a reading comprehension to expose children to high level vocabulary, which they are encouraged to 'magpie' to use in their own writing. The comprehensions also focus on the genre type and children are supported in a range of questions regarding vocabulary, language and author intent. Regular guided reading sessions also enable us to offer targeted support to pupils when developing their comprehension and vocabulary skills. We strive to support our children in further developing their reading skills through the use of high-quality, vocabulary rich texts -not just in English lessons but also throughout every subject in the curriculum at Christ Church.

Writing

At Christ Church CE Primary we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying their phonics knowledge and spelling patterns and rules which they learn throughout their time here. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences and transfer these skills across the curriculum. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we aim for our children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress.

Oracy

Oracy is important for children's cognitive development and learning at school and plays a crucial part for their preparation for participation in the wider world. At Christ Church, we believe spoken language and an expanded vocabulary are fundamental to the achievement of all children. We strive to develop spoken language skills and we therefore ensure it is a constant thread: through the taught curriculum; at playtimes and lunchtimes; within knowledge organisers, home-school link projects and as part of the whole ethos of the school. The aim of this curriculum is to promote the highest standards of spoken language and literacy by equipping children with a strong command of the spoken word. Through CPD with staff on 'Closing the word Gap' and our links with 'Voice 21', an oracy program that develops children's language and expressive skills, we endeavour to improve life chances for our pupils by being encouraged to speak with confidence, clarity and fluency; to recognise the value of listening; to raise self-esteem, to enable pupils to be confident in the value of their own opinions and to be able to express these; to listen to, value and respond to the contribution of others; to be able to adapt their use of language for a range of different purpose and audiences, including using standard English and to be exposed to high-level vocabulary – developing knowledge and use.

Latin

The teaching of Latin at Christ Church CE is to teach children a rich, balanced curriculum, using Latin to support vocabulary development and a deeper understanding of grammatical structures in English. Learning Latin improves children's literacy as it scaffolds language development and helps pupils make connections between Latin and English grammar and vocabulary. Enhancing children's vocabulary and promoting a love of reading and language is an essential component to our curriculum at Christ Church and Latin provides more opportunities for our children to development and progress in their listening, speaking and writing skills.

As children move into Key Stage 2, they are introduced to Latin following the Minimus scheme of work, implemented by Classics for All. Children are taught by their class teachers, who have benefitted from free training and provision of resources through partnerships with Classics for All and The Primary Latin Project. Throughout the children's time in KS2, pupils will complete the Minimus: Starting out in Latin textbook. Minimus also provides two workbooks that correspond with each chapter and teachers can choose to work through the task they best feel suit the abilities of their students.

Art & Design

At Christ Church CE Primary School, we value and are dedicated to the teaching of Art and are committed to providing an arts rich curriculum for our children. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see art as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning. Our Art curriculum develops creativity, sets challenges, engages and inspires children and equips them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We endeavour for children to develop a range of artistic skills using a broad range of techniques and media, to develop confidence and self-expression alongside an appreciation for artists and their works. We strive for children to be inspired by trips to galleries and visits from artists to school alongside their art lessons. As a school we have placed a strong emphasis on the development of our Arts education and are currently working towards our Platinum Arts Mark Award through continuing to develop and enrich our arts curriculum, having already gained Gold Arts Mark status.

Music

At Christ Church C of E Primary all children will gain a firm understanding of Music through listening, singing, playing, analysing, evaluating and composing within a variety of different musical genres, styles, traditions and through historical periods. We aim to instil a love of music and for pupils to develop a curiosity for the subject as well as an understanding and acceptance of all types of music. We aim to ensure children understand its value and importance in the wider community and therefore be able to use their musical skills and knowledge to involve themselves in music within different contexts.

STEM – *Science; Technology; Engineering; Maths*

Mathematics

At Christ Church CE Primary we use Maths No Problem as a basis for our teaching of Mathematics. Our aims are to fulfil the requirements of the National Curriculum for Maths; our pupils are taught to become fluent in the fundamentals of mathematics, reason mathematically and become problem solvers. Pupils are also provided with a teaching of maths for mastery in order to further develop their fluency and they are given the opportunity to think deeply about the maths concepts they are immersed in.

At Christ Church, we aim to teach pupils to master many mathematical concepts. Pupils are moved through the topics broadly at the same pace to build self-confidence and resilience in all pupils. Our aim is for our pupils' knowledge to be built upon throughout the year groups; expanding on concepts that are introduced in year 1, immersing them in a depth of mathematical vocabulary and ideas so that they can begin to master mathematical concepts. We give the pupils plenty of opportunities to build upon their problem-solving skills and teach them to be able to articulate their mathematical thinking using the correct terminology. We want our children to enjoy learning about maths and instinctively make connections between the maths they are learning in the classroom and real-life mathematical experiences that they encounter.

Science

Christ Church CE Primary School understands the need for all pupils to develop their Scientific ability as an essential component of all subjects and as a subject in its own right. A good understanding of scientific knowledge and conceptual understanding helps to support pupils work across the curriculum.

We believe that a high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.
Science in our school is about developing children's ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills. The staff here ensure that all children are exposed to high quality teaching and learning experiences, which allow children to explore their outdoor environment and locality, thus developing their scientific enquiry and investigative skills. They are immersed in scientific vocabulary, which aids children's knowledge and understanding not only of the topic they are studying, but of the world around them.

Design Technology

Design and Technology prepares children to deal with tomorrow's rapidly changing world. At Christ Church CE Primary School, we value and are dedicated to the teaching of Design Technology. All of our DT projects aim to develop a greater awareness and understanding of how everyday products are designed and made. Through the teaching of this subject, the children's creativity and innovation skills are developed as well as their creative problem solving, both as individuals and as part of a team. The vital skills that are developed in our DT curriculum can then be transferred across the rest of the curriculum. DT allows the children to draw upon and apply, within a context, the subject knowledge and skills within Mathematics, Science, History, Computing and Art.

Computing

At Christ Church we believe that Computing is an essential part of the curriculum; a subject that not only stands alone but is woven and should be an integral part of all learning. This ensures our pupils become digitally literate so that they are able to express themselves and develop their ideas through information and computer technology- at a level suitable for the future workplace and as active participants in a digital world. The core of computing is Computer Science in which pupils are introduced to a wide range of technology, including laptops, iPads and interactive whiteboards, allowing them to continually practice and improve the skills they learn.

Humanities – *Geography and History*

Geography

At Christ Church CE Primary we shape our geography curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, vocabulary, knowledge and skills; and for the children to develop a love for geography.

At Christ Church, we aim for a high-quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people; giving them a sense of belonging and knowing their place in the world. We want children to develop a good understanding about where they are in the world, their local area and amenities as well as a curiosity about the wider world that surrounds them. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also through the use of fieldwork and educational visits.

History

At Christ Church CE Primary our carefully sequenced progressive history curriculum is designed to be accessible to every child. Our aims are not only to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses recognised British Values throughout; ensuring the progressive development of historical concepts, vocabulary, knowledge and skills; and for the children to study life in the past but for our pupils to develop a lifelong passion and interest in history.

We aim for a high-quality thoughtfully sequenced history curriculum which should inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain both within the local area of Bootle, Liverpool and beyond and how it has influenced and been influenced by the wider world. In line with the national curriculum, the curriculum at Christ Church aims to ensure that all pupils gain a coherent knowledge and understanding of history as a subject. Pupils are encouraged to ask perceptive questions, think critically, analyse evidence and develop perspective and judgement. We want children to enjoy and love learning about history by gaining this knowledge, vocabulary and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Wellbeing & Distinctiveness – *Religious Education; P.E; P.S.H.E*

Religious Education

Here, at Christ Church CE Primary School, the main aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage. We also aim to enable children to know and understand about other major world religions and world views, their impact on society, culture and the wider world; to enable pupils to express ideas and insights and to appreciate the way that religious beliefs shape life and our behaviour; to develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school, especially in our school motto of 'Together We Can – Through Christ Who Strengthens Us'. At Christ Church CE Primary School, Religious Education plays an important role, along with all other curriculum areas, particularly PSHE, in promoting the spiritual, moral, social, and cultural development of our children.

Physical Education

At Christ Church we want children to have a positive experience of PE and School Sport and leave school with an enjoyment of physical activity that will stay with them forever. Teaching will offer a broad and balanced experience of PE and encourage children to develop confidence and resilience that will filter into all aspects of learning and wider life beyond primary school to live their best life. We want children to experience the vibrancy of sport and physical activity within our great city and understand how it can allow them to break down cultural and social barriers and achieve great things.

PSHE

Here, at Christ Church Primary School, the aim of our PSHE curriculum is to help children to acquire and develop knowledge and understanding of who they are as people, how the world around them works and important issues such as money, budgeting and finances. We also focus on helping our children form healthy relationships with those around them, giving them the tools to understand when they aren't healthy and to do this we plan and link this with our school values. These Christian values are: Friendship, Thankfulness, Peace, Trust, Forgiveness, Compassion and

Hope. We aim to enable our pupils to know and understand issues in our society, culture and the wider world; to enable pupils to express and build on their own ideas and insights as well as listening and taking on board other people's and differing ideas; to develop the ability to make reasoned and informed judgements about choices they make in their lives and the responsibility that comes along with those choices.
PSHE is taught throughout the school in such a way as to give the children reflection time to learn, grow and develop their own ideals as well as learn about societal values and philosophy. At Christ Church Primary, PSHE plays an important role, along with all other curriculum areas, including Religious Education, in promoting the spiritual, moral, social, and cultural development of our children.

Together We Can Curriculum

We work hard to develop our own unique and specific way for teaching Values and to respond to the needs of our children and their wellbeing at the time. In this way children and staff come together each term to work collectively on a whole school project for example: 'Respect Week', 'Wellbeing Week' and 'Little Me, Big Dreams Courageous Advocacy Project'. It gives both pupils and staff the opportunity for discussion, reflection, worship and develop their spirituality – enabling pupils to ask questions about the world and the purpose and meaning to their own lives. During such projects, teachers facilitate values activities; helping pupils to connect with their own values and live them. Pupils talk about and build upon skills such as relationships, aspirations, diversity and mental health and aims to give pupils a greater understanding of the world and their place within it. The children also learn and practise mindfulness techniques – being aware of thoughts and feelings as they happen, in the present moment. Quality story books are carefully selected to use during these projects to give pupils a greater understanding of the issues discussed. Pupil voice is of great importance at Christ Church and we also use the projects as a forum for when we want to ask children's opinions on many aspects of school life.

Monitoring and Evaluating

All subjects are monitored by subject leaders following the monitoring schedule which is mapped out for the academic year. Monitoring takes the form of pupil conference; book scrutiny; lesson observation; informal drop-in and is followed up with written and verbal feedback to teachers and feedback to the curriculum leader including a general report to SLT. At the end of the academic year, subject leaders also report to governors. Subject leader monitoring always focuses on our whole school target of vocabulary development (based on the subjects' knowledge organisers and vocabulary list) as well as any individual targets from previous monitoring.

Subject leaders regularly attend training in their subject area and in turn deliver training to the staff when necessary. Intent, implementation and impact rationale have been created by Subject Leaders following consultation in the School Improvement Group and since personalised for our school. All subject intent, implementation and impact documents can be found on our school website. Subject Leaders also work closely with the Assistant Headteacher with responsibility for the Curriculum to continue to move forward, to offer the best to our pupils. Subject leaders make thorough action plans which are used as working documents and termly meetings are held with SLT to ensure monitoring is evaluated and amendments or next steps put in place either immediately or in the long term in order to make the greatest impact.

Whilst subject leaders are responsible for monitoring the quality of work, progress and pupil learning in their allocated subject or area of focus, the senior and middle leadership teams observe the curriculum in action through learning walks, pupil conferences, lesson observations and book monitoring in accordance with our monitoring schedule. Books are looked at and standards compared through moderation with our School Improvement group and other schools in our locality at least once per term.

5. 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:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities 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.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Regular feedback from Lynsey Gregory (Assistant Headteacher with curriculum responsibility)

- Termly visits to school to look at books, observe teaching and pupil voice
- Meetings with their link subject leader
- Subject leader reports to governors
- Subject leader presentations

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS Policy
- Assessment policy
- SEND policy

Annual Review