

Caldecote Community Primary **School**



Curriculum **Policy**

‘Care, Challenge, Persevere, Succeed – we are Caldecote!’

Draft completed March 2023 by GO and MB
Ratified by Governing Body
Reviewed – September 2024

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Curriculum Policy

Statement of Intent

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

Caldecote School Curriculum has been designed in line with the aims of the National Curriculum: it is broad and balanced; it promotes spiritual, moral, cultural, mental and physical development; and it prepares pupils for the opportunities, responsibilities and experiences of later life.

Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their abilities;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid foundation for lifelong learning;
- to teach children the basic skills of English and Maths, making links between these and the wider curriculum;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage and British values focusing clearly on developing British values;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Organisation and planning

In order to ensure full coverage of all aspects of the National Curriculum and early learning goals, long-term curriculum overviews are devised by Curriculum leads in collaboration with subject leaders and year group teachers.

Curriculum overviews contain an overview of the subjects to be taught across the whole academic year and also give week-by-week objectives to be covered in line with the National Curriculum. Every year group has their own curriculum map with every subject of the wider curriculum mapped.

Short-term plans are devised by teachers on a weekly or daily basis. These are used to set out the learning objectives for each session, and to identify suitable resources and activities to be used in the lesson.

Children with special needs

Caldecote's curriculum is designed to provide access and opportunity for all children who attend the school. If it is necessary to adapt the curriculum to meet the needs of individual children, teachers do so within the requirements of the National Curriculum. All pupils, whenever possible, participate in Caldecote's full curriculum.

The requirements set out in the SEN Code of Practice are adhered to, to ensure the needs of all pupils are met. For further information see the SEN policy.

The Foundation Stage

The curriculum taught in the Foundation Stage meets the requirements set out in the **Early Years Foundation Stage Profile**. Curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, across the seventeen areas of development, as set out in the EYFSP.

Caldecote fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Early Years Foundation Stage builds on the experiences of the children in their pre-school learning.

During the children's first term in the Early Years teachers make a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

Our curriculum is taught both explicitly through whole class teaching and ‘in the moment’ during play.

Early Years practitioners utilise their knowledge of how children learn and the importance of high-quality interactions to weave through the knowledge and language needed to make sense of these curriculum areas through structured activities, meaningful moments and opportunities for active learning and problem solving.

As a school we have reflected on the EYFSP and in particular the Early Learning Goals. We have put in a place a curriculum content that is unique to our school and strives for the children to know more and do more as the academic year progresses. We believe that the knowledge and experiences gained in the Early Years provides an excellent spring board to the Key Stage 1 curriculum.

Key Stage 1 and 2 Curriculum

The KS1 & 2 curriculum covered at Caldecote comes from a variety of schemes which comply with the Statutory National Curriculum, which provides pupils with an introduction to the essential knowledge that they need to become educated citizens. The schemes of work chosen comply with the National Curriculum and through its additional challenge and mastery, opportunities for learning are ambitious beyond National Curriculum content. The National Curriculum is broken into 12 subjects as follows:

- Core subjects:
 - English
 - Mathematics
 - Science - [Primary Knowledge Curriculum](#)
- Foundation subjects:
 - Art and design - [Primary Knowledge Curriculum](#)
 - Computing - [Kapow](#)
 - Design and technology – [Projects on a Page](#)
 - Geography - [Primary Knowledge Curriculum](#)
 - History - [Primary Knowledge Curriculum](#)
 - Music - [Primary Scheme of Work developed by the Leicestershire Schools Music Service](#)
 - Physical education - [Val Sabin scheme](#)
 - Languages (KS2 only) - [Rigolo scheme](#)
 - PSHE - [Jigsaw Scheme](#)
 - RE - [Harmony and Diversity, the locally agreed syllabus.](#)

For further information on individual subject areas, please see the 3 I statements (Intent, Implementation, Impact) for each subject, see attached appendices.

Curriculum enrichment

Caldecote aims to provide an enriched curriculum through, although not limited to, the following activities:

- After school clubs
- Curriculum linked trips
- Educational visitors/speakers/workshops
- Assembly visitors
- Performances in school
- Whole school celebrations
- Good to be green activities (see Behaviour policy)

These activities alongside regular assemblies, PSHE and class discussions promote the spiritual, moral and cultural development of pupils.

Monitoring and review

Pupils learning and curriculum coverage is monitored by subject leaders and overseen by curriculum leaders/SLT. In order to ensure provision of a balanced curriculum the subject leaders are required to:

- provide a strategic lead and direction for their subject within the requirements of the National Curriculum;
- ensure progression of skills and knowledge is planned for, across their subject for the whole school;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area against National Curriculum objectives;
- provide efficient resource management for the subject.

Caldecote's governing body's curriculum committee is responsible for monitoring the curriculum. This committee meets three times annually to review all subject areas. **Caldecote has named governors for each phase of the school, with responsibilities for the curriculum as a whole. A governor is named as PSHE champion at Caldecote.**

The head teacher is responsible for the day to day organisation of the curriculum. The head teacher monitors lesson plans, in conjunction with subject leader reviews, to ensure that the requirements of the Statutory National Curriculum are met.

Signed:

Date:

Date of Review:

Early Years to KS1 Curriculum links

This is attached to the policy as a separate Appendix.



Art 3 I's

Art is an expression of our creativity and imagination through a range of mediums, such as, sculpture, painting, architecture and sketches.

<u>Intent</u>	<u>Implementation</u>
<p>At Caldecote Community Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p>The teaching and implementation of the Art and Design Curriculum at Caldecote Community Primary School is based on the Primary Knowledge Centre which closely links to the National Curriculum providing topics that are well-structured to ensure a creative approach to this subject. The children are taught Art as part of their half termly topic work. Areas covered include Renaissance Architecture and Sculpture, Art from Western Africa, Landscape and symmetry, Murals and Tapestries alongside building upon skills in painting and drawing. More detail can be found in our Long Term plan. The work of a variety of artists some famous and some lesser known artists are explored to enhance the children's learning.</p>
<u>Impact</u>	
<p>As a school, we place great value on monitoring in the wider curriculum areas. We ensure that every half term a monitoring activity is carried out in order to assess the quality of teaching and learning across all areas of the curriculum. Subject leaders are responsible for ensuring progress across their subject, supporting teachers with subject knowledge, planning and any other relevant aspects, reporting to governors, communicating with colleagues and pupils, providing and replacing resources as necessary, monitoring learning evidence and supporting and monitoring teaching and learning. This ensures the highest quality of teaching and learning across the school.</p>	



DT 3 I's

Design and technology is a process of planning, making and evaluating a product to solve a problem or fulfil a consumer need.

<u>Intent</u>	<u>Implementation</u>
<p>At Caldecote, we aspire for all of our pupils to access a high-quality design and technology programme throughout their primary school life.</p> <p>Our curriculum ensures that children's design skills are built upon as they progress through the school. Children access design and technology lessons weekly to ensure that they are consistently building upon their knowledge and experiences without demanding a high cognitive load.</p> <p>We believe that a wealth of skills and experiences are vital for ensuring that our children become well-rounded, enthusiastic designers and constructors. At Caldecote, we host enterprise projects to give the children a real-life context for their work. We aim to give all children the basic skills and knowledge to be successful in Design and Technology.</p>	<p>Design and Technology is taught on a weekly basis following the Project on a Page scheme of work. Across the school, children learn about mechanisms, structures, food technology and textiles as part of their DT curriculum. We also endeavor to use enterprise projects to give the children opportunities to use DT in real life contexts and evaluate their successes. This curriculum ensures teachers have the subject knowledge and information available to guarantee high-quality Design and Technology teaching.</p> <p>Children have access to a wide range of tools and materials in order to build their knowledge and skills across the DT curriculum. We also have a whole school focus on vocabulary and therefore children are exposed to the correct and important terminology. The scheme ensures progression throughout but it is assured that teachers assess and monitor the children's progress throughout the lesson and across units of work where cold and hot tasks are completed to assess understanding.</p>
<u>Impact</u>	
<p>As a school, we place great value on monitoring in the wider curriculum areas. We ensure that every half term a monitoring activity is carried out in order to assess the quality of teaching and learning across all areas of the curriculum. Subject leaders are responsible for ensuring progress across their subject, supporting teachers with subject knowledge, planning and any other relevant aspects, reporting to governors, communicating with colleagues and pupils, providing and replacing resources as necessary, monitoring learning evidence and supporting and monitoring teaching and learning. This ensures the highest quality of teaching and learning across the school.</p> <p>In Design and Technology, we ensure that the wider opportunities are accounted for across the academic year and that all children have access to some form of enterprise and contextual experience. This will all support us in making sure that the children leaving Caldecote have a rich and grounded experience of DT.</p>	



Computing 3 I's

Computing is the ability to control an electrical device and understand how technology works.

<u>Intent</u>	<u>Implementation</u>
<p>At Caldecote Community Primary School, we value the role that technology plays in our learning, everyday life and wider world as we get older. We want to ensure that our children know how to use essential equipment, programs and how to stay safe online.</p> <p>The aim to make sure that children enjoy, learn and understand not only computing as a subject but have the confidence to use technology as part of their lives.</p> <p>We want to equip them with the skills, resilience and knowledge to use a range of hardware and software to ensure they have the adequate experience as they get older to use it confidently.</p>	<p>The teaching and implementation of the computing curriculum is based around the Rising Stars scheme. Using this a base, teachers should start to adapt and tailor their modules to encompass cross curricular topics and embed them into their lessons. This allows children to gain a deeper, consistent, and greater understanding of our curriculum.</p> <p>This whole school approach allows the children to use knowledge of those topics in a variety of contexts and therefore should lead to greater depth of knowledge and increased retention of information learned.</p>
<u>Impact</u>	
<p>As a school, we place great value on monitoring in the wider curriculum areas. We ensure that every half term a monitoring activity is carried out in order to assess the quality of teaching and learning across all areas of the curriculum. Subject leaders are responsible for ensuring progress across their subject, supporting teachers with subject knowledge, planning and any other relevant aspects, reporting to governors, communicating with colleagues and pupils, providing and replacing resources as necessary, monitoring learning evidence and supporting and monitoring teaching and learning. This ensures the highest quality of teaching and learning across the school.</p>	



Geography 3 I's

Geography is the study of the Earth's land, water, air and living things (particularly people). Geo (Greek) means Earth and 'graphy' means writing or description.

<u>Intent</u>	<u>Implementation</u>
<p>At Caldecote, we aspire for all of our pupils to access a high-quality Geography Curriculum throughout their primary school life. Geography is the study of the Earth's land, water, air and living things (particularly people). Geo (Greek) means Earth and 'graphy' means writing or description.</p> <p>Our curriculum ensures that children's knowledge and skills of Human and Physical Geography are built upon, as they progress through the school. Children access Geography lessons weekly to ensure that they are consistently building upon their Geographical knowledge and experiences without demanding a high cognitive load. We believe that a wealth of experiences is vital for ensuring a well-rounded, respectful and enthusiastic learner. At Caldecote, we participate in a range of fieldwork and educational visits. We aim to give all children the basic skills and knowledge they need to be successful in Geography.</p>	<p>Geography is taught on a weekly basis following the Primary Knowledge Curriculum scheme in conjunction with the National Curriculum. Across the school children learn about spatial sense, settlements and Geographical issues under the overarching strands of Human and Physical Geography. All lessons give an opportunity for challenge. This curriculum ensures teachers have the subject knowledge and information available to guarantee high-quality Geography teaching.</p> <p>Children have access to a range of resources including digital and physical including atlases and Ordnance Survey maps.</p> <p>We also have a whole school focus on vocabulary and therefore children are exposed to the correct and important terminology. The scheme ensures progression throughout but it is assured that teachers assess and monitor the children's progress throughout lessons and across units of work where cold and hot tasks are completed to assess understanding.</p>
<u>Impact</u>	
<p>As a school, we place great value on monitoring in the wider curriculum areas. We ensure that every half term a monitoring activity is carried out in order to assess the quality of teaching and learning across all areas of the curriculum. Subject leaders are responsible for ensuring progress across their subject, supporting teachers with subject knowledge, planning and any other relevant aspects, reporting to governors, communicating with colleagues and pupils, providing and replacing resources as necessary, monitoring learning evidence and supporting and monitoring teaching and learning. This ensures the highest quality of teaching and learning across the school.</p> <p>In Geography, we ensure that the wider opportunities are accounted for across the academic year and that all children have access to some form of outdoor based learning, whether in the local community or further afield. This will all support us in making sure that children leaving Caldecote have a varied and rich experience of Geography.</p>	



History 3 I's

History should provide opportunities to gain a coherent knowledge and understanding of Britain's past and the wider world. History should inspire pupils' curiosity to know more about the past and encourage critical thinking.

<u>Intent</u>	<u>Implementation</u>
<p>At Caldecote, we aspire for all of our pupils to access a high-quality history education throughout their primary school life. History is a way to inspire children to want to learn more about the past and to think critically, as well as develop their chronological understanding of key events.</p> <p>Our curriculum ensures that children's understanding of key historical concepts is built upon as they progress through their primary school life. Children study at least one history unit per half term to ensure that they are consistently building upon their understanding of key historical concepts. We encourage children to identify connections, contrasts and trends between different time periods.</p> <p>We believe that it is important for pupils to gain a historical perspective by studying a wide range of topics (see History overview), which enables the children to develop an understanding of where these events fit into a chronological narrative.</p> <p>At Caldecote, we encourage children to develop their analytical skills by asking historically valid questions, as well as exploring a variety of historical sources. This helps the children to form their own conclusions.</p>	<p>History is taught regularly following the Primary Scheme of Work produced by Inspire Together. This curriculum was built in conjunction with primary school teachers.</p> <p>All lessons give opportunities to all students providing challenge and inspiration. This curriculum ensures teachers have the subject knowledge and information available to guarantee high-quality History teaching.</p> <p>We also have a whole school focus on vocabulary and therefore children are exposed to the correct and important terminology. For History, vocabulary such as "civilisation, empire, parliament and peasantry" is explored in depth. The scheme ensures progressions throughout but it is assured that teachers assess and monitor the children's progress throughout lessons and across units of work, where cold and hot tasks are completed to assess understanding.</p> <p>We also endeavor to offer exciting extra-curricular trips to historical sites such as Beaumanor Hall which supports the teaching of Victorians in Year 5.</p>
<u>Impact</u>	
<p>As a school, we place great value on monitoring in the wider curriculum areas. We ensure that every half term a monitoring activity is carried out in order to assess the quality of teaching and learning across all areas of the curriculum. Subject leaders are responsible for ensuring progress across their subject, supporting teachers with subject knowledge, planning and any other relevant aspects, reporting to governors, communicating with colleagues and pupils, providing and replacing resources as necessary, monitoring learning evidence and supporting and monitoring teaching and learning. This ensures the highest quality of teaching and learning across the school.</p>	



MFL 3 I's

MFL (modern foreign languages) teach us a way of communicating through a language which we do not naturally use.

<u>Intent</u>	<u>Implementation</u>
<p>At Caldecote, we aspire for all of our pupils to access a high-quality MFL experience throughout their primary school life. MFL is a way of communicating through a language which we do not usually use.</p> <p>Our curriculum ensures that children's MFL skills are built upon as they progress through the school. Children access MFL lessons weekly to ensure that they are consistently building upon their MFL knowledge and experiences without demanding a high cognitive load.</p> <p>We believe that a wealth of experiences is vital for ensuring a well-rounded, respectful and enthusiastic MFL.</p> <p>We aim to give all children the basic skills and knowledge they need to be successful in MFL.</p>	<p>MFL is taught on a weekly basis following the Rigolo scheme produced by Oxford University Press. This curriculum was built in conjunction with primary school teachers. Across the school children learn a range of vocabulary as well as grammatical structures.</p> <p>Pupils will be taught to listen attentively to spoken language, engage in conversations (including answering and asking questions and speaking in full sentences). They will develop their pronunciation in the chosen language, to appreciate a range of stories, songs, poems and rhymes in the language. Additionally, they will understand the basic grammar relevant to the language being studied.</p> <p>All lessons give an opportunity for challenge. This curriculum ensures teachers have the subject knowledge and information available to guarantee high-quality MFL teaching.</p> <p>We also have a whole school focus on vocabulary and therefore children are exposed to the correct and important terminology. The scheme ensures progressions throughout but it is assured that teachers assess and monitor the children's progress throughout lesson and across units of work where cold and hot tasks are completed to assess understanding.</p>
<u>Impact</u>	
<p>As a school, we place great value on monitoring in the wider curriculum areas. We ensure that every half term a monitoring activity is carried out in order to assess the quality of teaching and learning across all areas of the curriculum. Subject leaders are responsible for ensuring progress across their subject, supporting teachers with subject knowledge, planning and any other relevant aspects, reporting to governors, communicating with colleagues and pupils, providing and replacing resources as necessary, monitoring learning evidence and supporting and monitoring teaching and learning. This ensures the highest quality of teaching and learning across the school.</p> <p>In MFL, we ensure that the wider opportunities are accounted for across the academic year and that all children have access to MFL learning and experiences. This will all support us in making sure that children leaving Caldecote have a varied and rich experience of MFL.</p>	



Music 3 I's

Music is learning about expressing yourself through music, singing, performing and composing, with and without musical instruments.

<u>Intent</u>	<u>Implementation</u>
<p>At Caldecote, we aspire for all of our pupils to access a high-quality music experience throughout their primary school life. Music is a medium for expressing yourself through listening to a range of music, singing, performing and composing all with or without the use of musical instruments. Our curriculum ensures that children's musical skills are built upon as they progress through the school. Children access music lessons weekly to ensure that they are consistently building upon their musical knowledge and experiences without demanding a high cognitive load. We believe that a wealth of experiences is vital for ensuring a well-rounded, respectful and enthusiastic musician. At Caldecote, we host in school performances from professional musicians, participate in outer school initiatives, and seek out as many musical opportunities as possible. We aim to give all children the basic skills and knowledge they need to be successful in music.</p>	<p>Music is taught on a weekly basis following the Primary Scheme of Work produced by the Leicester and Leicestershire Music Service. This curriculum was built in conjunction with primary school teachers. Across the school children learn about pulse, voice, rhythm, pitch, technology, structure & form, and 20th century music. We also endeavor to introduce children to the groups of musical instruments and a range of composers. All lessons give an opportunity for challenge. This curriculum ensures teachers have the subject knowledge and information available to guarantee high-quality music teaching.</p> <p>Children have access to a wide range of tuned and untuned instruments in order to build their knowledge and skills across the music curriculum. We also have a whole school focus on vocabulary and therefore children are exposed to the correct and important terminology. The scheme ensures progressions throughout but it is assured that teachers assess and monitor the children's progress throughout lesson and across units of work where cold and hot tasks are completed to assess understanding.</p>
<u>Impact</u>	
<p>As a school, we place great value on monitoring in the wider curriculum areas. We ensure that every half term a monitoring activity is carried out in order to assess the quality of teaching and learning across all areas of the curriculum. Subject leaders are responsible for ensuring progress across their subject, supporting teachers with subject knowledge, planning and any other relevant aspects, reporting to governors, communicating with colleagues and pupils, providing and replacing resources as necessary, monitoring learning evidence and supporting and monitoring teaching and learning. This ensures the highest quality of teaching and learning across the school.</p> <p>In music, we ensure that the wider opportunities are accounted for across the academic year and that all children have access to some form of musical performance or workshops. This will all support us in making sure that children leaving Caldecote have a varied and rich experience of music.</p>	



PE 3 I's

Physical Education should provide opportunities for children to become physically confident in a way to support their health and fitness. PE should provide opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect.

<u>Intent</u>	<u>Implementation</u>
<p>At Caldecote, we aspire for all of our pupils to access a high-quality physical education experience throughout their primary school life. Physical education is a way to inspire children to experience a variety of different sports and instill healthy habits.</p> <p>Our curriculum ensures that children's physical skills and health knowledge are built upon as they progress through the school. Children access PE lessons weekly to ensure that they are consistently building upon their physical skills and experiences without demanding a high cognitive load.</p> <p>We believe that a wealth of experiences is vital for ensuring a well-rounded, respectful and enthusiastic PE curriculum. At Caldecote, we provide extra-curricular sport opportunities, participation in interschool competitions, and seek out as many sporting opportunities as possible. We aim to give all children the basic skills and knowledge they need to be successful in physical education.</p>	<p>PE is taught on a weekly basis following the Primary Scheme of Work produced by Inspire Together. This curriculum was built in conjunction with primary school teachers. Across the school children</p> <p>We also endeavor to introduce children to a wide range of sports and encourage healthy habits. Children have access to a wide range of equipment to support skill development within the PE curriculum.</p> <p>All lessons give opportunities to all students providing challenge and inspiration. This curriculum ensures teachers have the subject knowledge and information available to guarantee high-quality PE teaching.</p> <p>We also have a whole school focus on vocabulary and therefore children are exposed to the correct and important terminology. The scheme ensures progressions throughout but it is assured that teachers assess and monitor the children's progress throughout lesson and across units of work where cold and hot tasks are completed to assess understanding.</p>
<u>Impact</u>	
<p>As a school, we place great value on monitoring in the wider curriculum areas. We ensure that every half term a monitoring activity is carried out in order to assess the quality of teaching and learning across all areas of the curriculum. Subject leaders are responsible for ensuring progress across their subject, supporting teachers with subject knowledge, planning and any other relevant aspects, reporting to governors, communicating with colleagues and pupils, providing and replacing resources as necessary, monitoring learning evidence and supporting and monitoring teaching and learning. This ensures the highest quality of teaching and learning across the school.</p> <p>In PE, we ensure that the wider opportunities are accounted for across the academic year and that all children have access to some form of physical activity. This will all support us in making sure that children leaving Caldecote have a varied and rich experience of Physical Education.</p>	



PSHE 3 Is

PSHE is about learning the personal and social skills to help children function as adults in society, and how to keep themselves healthy in body and mind.

<u>Intent</u>	<u>Implementation</u>
<p>At Caldecote, PSHE is taught across the whole school from Nursery to Year 6 to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. The PSHE curriculum ensures that children will:</p> <ul style="list-style-type: none">• take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.• recognise their own worth, work well with others and become increasingly responsible for their own learning.• reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.• understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.	<p>At Caldecote, we choose to deliver Personal, Social, Health Education through the Jigsaw scheme which uses a mindful approach. This means that children are developing the skills of being aware of their thoughts and feelings as they happen, in the present moment, on purpose, with no judgement. Mindfulness is taught and practised in each PSHE lesson. It supports the regulation of emotion, builds emotional resilience and enhances focus and concentration, helping to optimise learning. Mindful children can more readily choose their responses to situations rather than reacting while caught up in the thought-flows and emotions. We believe this is a vital tool for life.</p> <p>As part of PSHE, children will take part in Relationships and Sex Education lessons. We believe these lessons are vital to build children's self-esteem, to enhance their own sense of self in regard to their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected.</p> <p>The PSHE curriculum provides continuity and progression, and skills, knowledge and understanding are built on year on year. The curriculum is inclusive and meets the needs of all learners, including disadvantaged pupils and pupils with SEND. The curriculum promotes all forms of equality and helps the children to understand and respect people of all faiths and none, races, genders, ages, disabilities and sexual orientations. The PSHE curriculum contributes to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.</p>

Impact

As a school, we place great value on monitoring in the wider curriculum areas. We ensure that every half term a monitoring activity is carried out in order to assess the quality of teaching and learning across all areas of the curriculum. Subject leaders are responsible for ensuring progress across their subject, supporting teachers with subject knowledge, planning and any other relevant aspects, reporting to governors, communicating with colleagues and pupils, providing and replacing resources as necessary, monitoring learning evidence and supporting and monitoring teaching and learning. This ensures the highest quality of teaching and learning across the school.

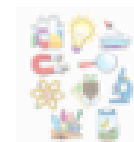
In PSHE, we celebrate weekly a learning or personal attribute or behaviour that our children have displayed throughout the week. The children who have shown this attribute or behaviour are praised in a weekly celebration assembly.



R.E 3 I's

Religious Education is about gaining an understanding and respect for morals and beliefs from a variety of world religions.

<u>Intent</u>	<u>Implementation</u>
<p>At Caldecote, we aspire for all of our pupils to access a high-quality Religious Education curriculum which will make a significant and valuable contribution to the lives of our children. Through our R.E curriculum, children will have the opportunity to: reflect on their own values and beliefs and learn to respect those of others, explore issues of right and wrong, learn about and learn from different traditions, beliefs and cultures within our community and society, plus develop their appreciation and wonder of nature, beauty and life.</p> <p>Our curriculum ensures that children's R.E skills and knowledge are built upon as they progress through the school. Children access R.E lessons weekly to ensure that they are consistently building upon their R.E knowledge and experiences without demanding a high cognitive load.</p> <p>We believe that a wealth of experiences is vital to enrich, deepen and broaden our pupil's understanding of this curriculum area. At Caldecote, we regularly host visitors with a range of beliefs and plan visits to places of worship. We aim to give all children the basic skills and knowledge they need to be successful in R.E.</p>	<p>Religious Education is taught on a weekly basis, following the local authority agreed scheme of work, Harmony and Diversity. All lessons give an opportunity for challenge. Our R.E curriculum ensures teachers have the subject knowledge and information available to guarantee high-quality R.E teaching. Teaching methods include the use of whole class, small groups, paired and individual work. Activities are planned to encourage the full and active participation of all children irrespective of culture, gender, faith or ability. However at all times the right to privacy in the matter of personal beliefs and feelings is upheld for both pupils and staff.</p> <p>The teaching of R.E emphasises direct experiences as far as possible. Activities to facilitate this include: visiting places of worship, meeting people from different faith communities, handling religious artefacts, listening to and reading stories from various religious and secular traditions, using visual aids i.e. photographs, posters, videos, Internet resources and using active learning techniques e.g. drama, discussion, art, dance, music.</p> <p>We also have a whole school focus on vocabulary and therefore children are exposed to the correct and important terminology. The scheme ensures progressions throughout but it is assured that teachers assess and monitor the children's progress throughout lesson and across units of work where cold and hot tasks are completed to assess understanding.</p>
<u>Impact</u>	
<p>As a school, we place great value on monitoring in the wider curriculum areas. We ensure that every half term a monitoring activity is carried out in order to assess the quality of teaching and learning across all areas of the curriculum. Subject leaders are responsible for ensuring progress across their subject, supporting teachers with subject knowledge, planning and any other relevant aspects, reporting to governors, communicating with colleagues and pupils, providing and replacing resources as necessary, monitoring learning evidence and supporting and monitoring teaching and learning. This ensures the highest quality of teaching and learning across the school.</p>	



Science 3 I's

Science is a series of observations, investigations and experiments to help us understand how the world works.

<u>Intent</u>	<u>Implementation</u>
<p>At Caldecote, we aspire for all of our pupils to access a high-quality science education, experience and teaching in their primary school life. Our science curriculum is broad, balanced and is designed to help pupils to learn, remember, experience and develop wide-ranging scientific knowledge, skills, understanding and vocabulary. Science is a series of observations, investigations and experiments to help us understand how the world works. Our science curriculum reflects this definition and science lessons will often include practical elements that help pupils to better understand how our world works.</p> <p>Our science curriculum is designed with our pupils' learning and needs at its centre, so that all pupils, and particularly disadvantaged pupils and pupils with SEND, are empowered to gain a scientific knowledge to support their future successes in life – no matter what their starting point. The science curriculum is designed and taught based on pupils' prior knowledge and experiences, with the intention of building on what pupils already know in order for all pupils to achieve highly and develop their knowledge, skills and understanding in science as they progress through the school.</p> <p>It is an essential part of our science curriculum that pupils are exposed to regular, high-quality science lessons and have the opportunity to engage in additional, extra-curricular opportunities in science too, in order to raise aspirations and enable pupils to acquire the cultural capital they need to succeed in life, as well as develop the skills and knowledge they need to be successful in science as a unique subject.</p>	<p>Science is taught on a weekly basis (in one extended lesson per week in KS1 and two lessons per week in KS2). We follow the Primary Knowledge Curriculum Schemes of Work based on the National Curriculum program of study. Across the school children learn about the human body, animals, lifecycles and reproduction, plants, evolution, the seasons and weather (meteorology), the earth and environment, astronomy, materials, states of matter, forces and magnets, light and sound, electricity, and rocks. We also endeavor to introduce children to influential scientists from across the ages. The curriculum develops children's skills of 'working scientifically' - through access to a wide range of practical equipment - and a high-quality science vocabulary across all strands of the science curriculum. Units of study incorporate early assessment of pupils' prior knowledge and vocabulary understanding, through cold tasks, which help to ensure that relevant teaching and learning sequences are planned to enable all pupils make progress. This approach ensures that all pupils' needs are met, misconceptions are identified and addressed, and new skills, knowledge and understanding are taught and acquired in science, no matter pupils' starting points. Science lessons also incorporate opportunities for challenge and mastery. Ongoing evaluation and assessment of pupils' knowledge, skills and understanding enables all pupils to achieve highly in science: at the end of each unit, hot tasks show that pupils know more, remember more and are able to do more in science. Units are revisited across year groups and key stages, to enable pupils to develop fluency in science.</p>

Impact

As a school, we place great value on developing and monitoring our wider curriculum, including science. We ensure that every half term a monitoring activity is carried out in order to assess the quality of teaching and learning across all areas of the curriculum. Subject leaders are responsible for ensuring progress across their subject, supporting teachers with subject knowledge, planning and other relevant aspects, including reporting to governors, communicating with colleagues and pupils, providing and replacing resources, monitoring learning evidence and supporting and monitoring teaching and learning. This ensures the highest quality of teaching and learning in science across the school. In science, we ensure that wider opportunities are developed across the academic year and that all children have access to additional scientific experiences (such as trips, workshops and the opportunity to meet real scientists). This enrichment of the science curriculum ensures that children leaving Caldecote have had a varied and rich experience of science, with an aim to leading to a lifelong love of, and engagement in, science.



The Intent, Implementation and Impact on our children with English as an additional language (EAL)

<u>Intent</u>	<u>Implementation</u>
<p>Here at Caldecote, we have more and more children arriving with English as an additional language (EAL), or, in some cases, with no English. Our aim is to settle the children as quickly as possible into school life; to encourage them to take part in the daily routines and structures and in turn help them to develop not only an understanding of the academic aspects of English, but the use of our language as a social interaction.</p> <p>We celebrate the fact that a rising number of our children speak more than 1 language and acknowledge their ability to communicate using a variety of community languages. In Feb 2022, 45% of our school population were classed as EAL.</p> <p>The Teaching and learning, achievements, attitudes and wellbeing of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.</p> <p>A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.</p> <p>Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.</p>	<p>Our EAL children are assessed on entry to the school, using the Bell Foundation Speaking and Listening assessment framework. This is reassessed each term. This helps us to establish an initial progress level and to set targets alongside the class teacher.</p> <p>From that point, the childrens Speaking, Listening and understanding and social and emotional development are reassessed and new targets set on a half termly basis.</p> <p>Our primary focus throughout the school day (including play time) is a holistic one, ensuring that as the child moves through the school they are building strong and positive relationships with their peers. We take great pride in knowing the whole child and utilising this knowledge to carefully identify appropriate support. Where a child is deemed as fluent in English and has no additional concerns; Academic targets are then set.</p>
<u>Impact</u>	
<p>Our practice relating to EAL children is in its infancy and are yet to yield any evidence on the impact directly to the progress of our EAL children. We can however say that we are having a positive impact on raising the profile within the school of EAL learners and their holistic development.</p>	



Eco Schools 3 I's

The Eco Schools programme aims to rally and unite young people to make realistic but dynamic change, creating positive impacts for our planet now.

<u>Intent</u>	<u>Implementation</u>
<p>Caldecote Community Primary School is committed to educating the school community about caring and respecting the environment and developing sensible citizens that are able to make valuable decisions.</p> <p>The Eco Committee at Caldecote Community Primary School has a key role in achieving this and is an integral part of our Eco Schools programme. The Eco Committee represents the whole school community.</p> <p>The Eco Schools programme aims to rally and unite young people to make realistic but dynamic change, creating positive impacts for our planet now.</p> <p>We aim to ensure a whole school approach in caring for the environment and provide pupils with responsibilities and to promote team work. At Caldecote, we develop pupils' skills in decision making processes and communicating with others. We aim to develop a structure to implement the national Eco Schools programme throughout the school by allowing children the opportunity to understand how they can impact the wider community and world.</p>	<p>The aims and objectives of the Eco Schools Programme at Caldecote Community Primary School are to create a more sustainable school environment. Children across the school have the opportunity to learn about environmental issues in the curriculum in which their knowledge and understanding is developed in order to promote environmental awareness both in school and the wider world around us.</p> <p>At Caldecote, we aim to develop a whole school approach in promoting environmental awareness – pupils, staff, governors, parents and the local community this promotes and creates a shared understanding of what is needed to run a school that respects and enhances the environment linking in with our school ethos of care and respect. Therefore, this scheme provides pupils with opportunities to make decisions, work as team and communicate with others.</p>
<u>Impact</u>	
<p>As a school, we place great value on monitoring in the wider curriculum areas. We ensure that every half term a monitoring activity is carried out in order to assess the quality of teaching and learning across all areas of the curriculum. Subject leaders are responsible for ensuring progress across their subject, supporting teachers with subject knowledge, planning and any other relevant aspects, reporting to governors, communicating with colleagues and pupils, providing and replacing resources as necessary, monitoring learning evidence and supporting and monitoring teaching and learning. This ensures the highest quality of teaching and learning across the school.</p> <p>At Caldecote, we ensure that the wider opportunities are accounted for across the academic year by linking Eco Schools topics into different areas of the curriculum so that all children have some form of environmental awareness. This will all support us in ensuring that children leaving Caldecote have a wider understanding of the world around them while strengthening the school's ethos.</p>	