

AWSWORTH PRIMARY & NURSERY SCHOOL

CURRICULUM POLICY

Introduction

The curriculum is the totality of pupils' learning experiences. At Awsworth Primary & Nursery School we believe that our curriculum is broad, balanced and relevant and meets the needs of all children regardless of ability, background, race or gender. We have designed our 'Learning for Life' Curriculum Tree to capture the core values that make our school an exciting and rewarding place to learn and teach. Where possible, we take a topic-led approach as we believe this enables our children to develop strong links and interconnect their learning. When links are tenuous and do not deepen learning, subjects are taught discretely to meet the needs of our pupils.



Ready, Respectful, Safe

Our school motto, 'Striving to Achieve our BEST', is at the heart of all we do and helps to form the values which are grouped to create three core branches. Running through the core of our Learning for Life curriculum, are our school rules: 'Ready, Respectful, Safe'. These values underpin our children's learning to help them be successful and excellent lifelong learners.

The three core branches of our curriculum are:

- **Wellbeing**

Wellbeing is key to our children's success and happiness. We encourage all our pupils to be respectful and responsible digital users to keep them safe in an ever-evolving digital world.

Safeguarding: Through our curriculum, we teach pupils how to be safe and recognise when something is wrong, and how to report and share anything they are concerned or worried about.

Safe and Confident Digital Users: When using any technology, we teach our pupils to be safe online as well as responsible digital users who can use a range of programs and apps to enhance their learning and communication skills.

Pupil Voice: Pupil voice is very important to us. School councillors help with the interview process for new staff and meet regularly to help shape new developments for the school.

Ways to Wellbeing: 'To connect; Be active; Keep learning; Give to others; To take notice' are the 5 ways to wellbeing. We are committed to developing these aspects to

ensure the wellbeing of all our pupils. Dedicated well-being sessions, class assemblies PSHE sessions and daily active play sessions all aim to enhance pupil wellbeing.

- **Knowledge, Skills and Understanding**

Our pupils need knowledge to enable them to practice skills. This is taken from the National Curriculum and sequenced in all subjects. As well as educational skills, we firmly believe in preparing children for their futures. We develop and encourage independence, resilience and problem-solving skills which enable our pupils to flourish when they leave their primary education. Once skills and knowledge have been mastered, pupils then are encouraged to innovate and let their creativity shine through.

Knowledge and Understanding: At the heart of our curriculum is our desire to develop our pupils' knowledge and understanding through engaging and relevant subject matter so that our pupils can transfer and communicate their skill and learning between contexts.

Skills for Life: Developing resilience, perseverance, independence and teamwork, as well as a foundation of core skills to build learning onto, are central to our curriculum and encouraged in all that we do for our pupils to make connections, experiment, take risks, be curious and tolerate ambiguity.

Creativity: Giving the children the opportunity to develop their creativity and shine in different ways is a core value at Awsworth. Through musical and dramatic productions, dance showcases, art and design, technology, musical instrument tuition and after school clubs, we give the children many opportunities to develop their creative side and perform or showcase their talents to different audiences.

- **Personal development**

We provide pupils at Awsworth with many opportunities to enrich, widen and enhance their learning. We believe in developing pupils' cultural capital to enable them to form better links which in turn, deepen knowledge, skills and understanding. These character-building approaches are aimed at helping our pupils thrive and contribute as citizens in a modern 21st century Britain.

Rights Respecting School: As a **Gold Level Rights Respecting School**, children's rights are at the heart of everything we do. Our pupils learn about their rights and consider issues where children's rights are not being met; they act as ambassadors sharing their work with others to spread the rights message.

Spiritual: The diverse work we undertake together in various contexts, seeks to promote the spiritual development of everyone. These activities provide children with 'windows' of opportunities to become aware of the world in new ways; to wonder about, reflect and respond to life's 'WOWs' (things that are amazing) and 'OWs' (things that bring us up short). Through these activities, we are learning about life in all its fullness.

Sports and Active Lifestyles: We are very proud of the broad range of sports offered to our pupils. Football, athletics, swimming and dance teams regularly compete in competitions. Children have the opportunity to try a range of other sports as well as more adventurous activities such as climbing walls and caving experiences. Our OPAL scheme encourages activity and creativity at playtime.

Healthy Lifestyles: Through the implementation of activities such as the DARE programme, our sex and relationships education programme and curriculum work on healthy eating, we are committed to promoting physical, social, emotional and mental

health and helping equip pupils, staff and families with the skills and attitudes to make informed, positive decisions about their lifestyle.

Aims

The aims of the curriculum are to:

- promote high standards in reading, writing and mathematics;
- allow children to develop a knowledge of themselves in time and space;
- enable children to acquire knowledge and skills in science;
- enable children to be confident in the use of IT;
- promote spiritual development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable children to be aware of the importance of and participate in the arts and related cultural themes;
- enable pupils to develop moral sensibility through carefully taught values;
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make progress;
- prepare pupils for the opportunities, responsibilities and experience of adult life.

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving. Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest attainment for all pupils;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

Organisation of the Curriculum

- the curriculum is taught through discrete subjects and linked topic areas where relevant;
- Key Stage 'Learning for Life' curriculum maps indicate the broad objectives and the links between subjects;
- units of work are planned, usually over half a term's duration. These medium-term plans contain the detail of work to be covered with a progression of learning objectives. The plans indicate how the work will be differentiated and what the pupil outcomes will be;
- short term planning is carried out in detail for English and mathematics;
- children are taught within their year group for mathematics and in mixed age (phase) classes for English. Smaller support groups are established where appropriate to enable the teaching to focus on a particular age range or level of ability;
- units of work are planned using the framework of the National Curriculum;

- our RE schemes of work follows the Nottinghamshire Agreed Syllabus.

Roles and Responsibilities

The Head Teacher has overall responsibility for the leadership of the curriculum and delegates responsibility to key staff.

Phase Leaders co-ordinate the work of the subject leaders and ensure that the curriculum has progression and appropriate coverage.

Phase Teams are responsible for creating medium-term plans and liaising with subject leaders over the content and delivery of the units of work.

Subject Leaders evaluate and monitor standards in their subject and ensure that there is appropriate challenge support and intervention.

Class Teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group/phase.

Governors monitor the success of the curriculum via monitoring visits to the school and through the termly Head Teacher's report.

Policy Date: November 2024

Staff Lead: Jo Reeves

Link Governor: Erika Owen / Simon Pearse

Review: November 2025