

PERTON FIRST SCHOOL



Curriculum POLICY [Including Homework]

Reviewed: 07/01/2026

Next Review: 31/01/2028

Statement of Intent

At Perton First School, we value children's education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

All maintained schools in England must offer the basic statutory curriculum for KS1 and KS2 as set out in Section 80 of the Education Act 2002, comprising of:

- The National Curriculum (KS1 and KS2), Development Matters (EYFS)
- Health Education
- Relationships Education
- R.E. (Religious Education)

Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to the following:

- Education Act 2022
- Children Act 2004
- The Equality Act 2010
- DfE 'SEND Code of Practice: 0 to 25 years'
- DfE 'The National Curriculum'
- Development Matters
- DfE 'Statutory Framework for the EYFS'
- DfE 'Working together to improve attendance'
- DfE 'Maintained school governor guide'

This policy operates in conjunction with the following school policies:

- Equality, Equity, Diversity and Inclusion Policy
- SEND Policy
- Relationships and Health Education Policy
- PSHE Policy

Curriculum Intent

Children's learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

We have designed our curriculum with children's learning at the centre. We recognise that a curriculum has to be broad, balanced and offer children opportunities to grow as individuals as well as learners. Our school values the input of children, parents and carers and the local community with regards to planning and delivery of the curriculum. We believe that children should get a well-rounded education which is relevant and valuable.

We aim to ensure that children enjoy learning and feel prepared for life after school. We also intend to offer our children new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods.

School Ethos and Aims

The overall aims of the curriculum are to:

- Enable all children to understand that they are all successful learners.
- Enable children to understand the skills and attributes needed to be a successful learner.
- Enable children to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach children the core skills of literacy, numeracy, ICT and science. Teach children learning skills in their formative years, to give them strong foundations.
- Enable children to be creative through art, dance, music, drama and design and technology.
- Enable children to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach children about their developing world, including how their environment and society have changed over time.

- Help children understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable children to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable children to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable children to experience playing a musical instrument.
- Teach children about the importance of forming healthy relationships with friends, family and peers.

Through the aims outlined above, children will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

Organisation and Planning

The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

Each school day will be split into two sessions and children in reception to Y4 will receive an hour lunchbreak. KS1 children have a morning break and an afternoon break and KS2 children have a morning break and a daily mile session in the afternoon. Children in EYFS have continuous access to outdoor play and opportunities to slow down, rather than a specific breaktime.

As a school which values and enjoys research, we use ensure that staff have a good understanding of the following:

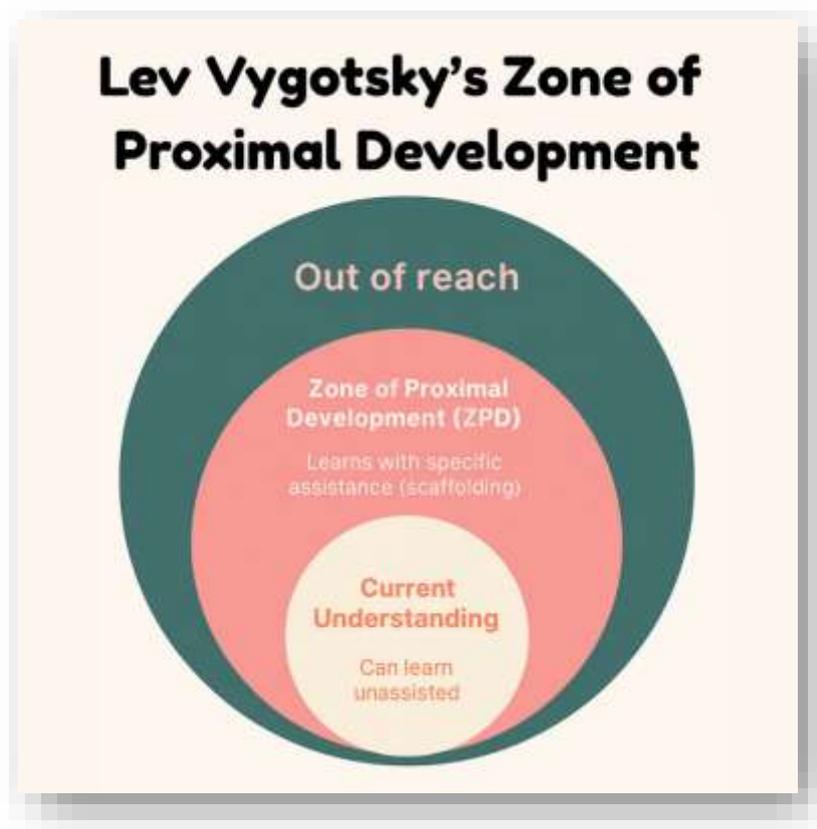


Most of our children come to school well rested, well fed, feeling safe and loved and positive about their abilities. However, for some of our children, this unfortunately isn't always the case. Some children come to school without having a good night's rest or a good meal. Some haven't had a positive and respectful conversation with an adult. Some have played on screens for hours at home and are in withdrawal. Some don't feel safe. Some have difficulties transitioning between home and school and appear dysregulated

when they come in. We aim to work with families to improve life chances for all children. We signpost parents to the right services at the right times.

We know, through Maslow, that children need to have their physiological needs met first. So, if a child arrives at school hungry or tired, we support them with the option to have a rest and/or some breakfast. Our school is a safe place and we offer consistency, support and adjustments as required. We use visual timetables so that children know what is happening and when. We keep classrooms clutter-free and organised to ease anxiety. Staff are approachable and helpful and children have a voice which is listened to. All of our children are part of the Perton First School community and they belong. This is shown through uniforms, shared values and expectations, school council, eco council, lessons, assemblies and friendships.

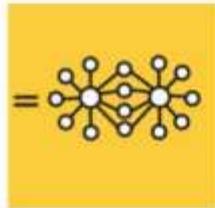
Walking around our school, you will see some children taking a break or having some time with an adult. You may see a child having some cereal and milk or a chat. We meet children where they're at and support them as best we can. Usually, we can lift children's spirits and support them back into class to continue their learning.



Through training from our educational psychologists, we learned about Vygotsky's Zone of Proximal Development. Once we have established current levels of learning, we aim to challenge children into the pink zone on the diagram above as this is the most effective

and where children make the most progress. This is where new learning happens. It is achievable with some scaffolding but not too easy. If a child is unable to complete work with assistance, then it is too difficult for them. If they can already do it, they are practising rather than engaging in new learning. Practice is good and often needed, but it isn't stretching or challenging children.

In KS1 and KS2, in general, most formal lessons which include new learning will follow Rosenshine's Principles of Instruction which are research based and informed by evidence:

| | | | | |
|---|---|---|--|---|
| Rosenshine 1 - Daily review | Rosenshine 2 - New materials in small steps | Rosenshine 3 - Ask questions | Rosenshine 4 - Provide models | Rosenshine 5 - Guide student practice |
|  |  |  |  |  |
| Rosenshine 6 - Check student understanding | Rosenshine 7 - Obtain high success rate | Rosenshine 8 - Scaffolds for difficult tasks | Rosenshine 9 - Independent practice | Rosenshine 10 Weekly and monthly review |
|  |  |  |  |  |

Children learn best through independent practice once they are able to succeed because they have been taught effectively.

In EYFS, formal learning develops with age. Our 2-year-olds will spend most of their day playing, learning and resting. Pre-school children have more time in key person groups doing activities and listening to stories, and lots of time to play and explore. Our reception children have a combination of formal lessons and time playing and exploring in preparation for KS1 and because they are developmentally ready.

Teachers will plan lessons which are challenging for all children and ensure that there are provisions in place for more academically able children, e.g. broadening their learning through problem solving.

Teachers will plan lessons to accommodate for children of mixed ability, making cross-curricular links where possible.

Teachers will have due consideration for children who require additional help within their planning and organisation of lessons.

Disadvantaged children and those with pupils with SEND and EAL will receive additional support - this will include dedicated time with TAs, reasonable adjustments and access to specialist resources and equipment where required.

TAs will be deployed within lessons strategically so that they can assist with children who require additional help but are also able to minimise disruptions where necessary.

Children with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that children have full access to resources and equipment - they will be provided with a calm and ordered learning environment that will enable them to develop their skills and abilities.

Subjects Covered

The school is aware that the subjects included in the National Curriculum at each key stage are prescribed in Sections 84 and 85 of the Education Act 2002. The school will ensure that, when planning its curriculum, it adheres to its legal obligations and follows the requirements of the NC in England. Details of what is included in the curriculum for each subject can be found in the subject policies.

| | EYFS | KS1 | KS2 |
|-----------------------|---|-----|-----|
| English | Communication and Language Reading and Writing | ✓ | ✓ |
| Maths | Maths | ✓ | ✓ |
| Science | Understanding the World | ✓ | ✓ |
| Art and design | Expressive Arts and Design | ✓ | ✓ |

| | | | |
|------------------|---|---|---|
| Computing | Understanding the World | ✓ | ✓ |
| D&T | Expressive Arts and Design | ✓ | ✓ |
| Languages | | ✓ | ✓ |
| Geography | Understanding the World | ✓ | ✓ |
| History | Understanding the World | ✓ | ✓ |
| Music | Expressive Arts and Design | ✓ | ✓ |
| PE | Physical Development | ✓ | ✓ |
| RE | Understanding the World Personal, Social and Emotional Development | ✓ | ✓ |
| PSED | ✓ | | |

P.E. is a compulsory subject at all key stages in maintained schools.

Perton First School will show due regard to all elements of the 'Statutory framework for the EYFS' and follow the requirements set out in the EYFS policy.

Health Education and Relationships Education

The school is aware that **all** state-funded primary schools have a statutory obligation to deliver these subjects, as appropriate, to their relevant age phase.

The school will plan and deliver the content set out in DfE guidance, in the context of a broad and balanced curriculum.

Sex Education

Important Note

Statutory Sex Education has been introduced to the Primary Curriculum as of September 2020. As we are a First School, we will not be teaching children about sexual relationships. Should questions related to sexual relationships, sexuality or sexual orientation arise, teachers will reinforce that all relationships should be built around respect. The PSHE/ Relationships Education Lead, Headteacher and Governing Body will continue to review this policy under government guidelines for the teaching of Relationships and Sex Education accordingly.

All children must be taught the aspects of Sex Education however that are outlined in the Primary Science curriculum. This regards teaching children the names of the external parts of the body, and how the human body grows from a baby to old age (see *National Curriculum, Primary Science KS1 & KS2, 2013*).

Personal, Social, Health, Economic

The school understands that PSHE is a non-statutory subject that the DfE recommends all state-funded schools should offer.

As the DfE does not specify subject content, the school will tailor the programme of study to reflect the needs of pupils. The school will use PSHE education to build on the statutory content outlined in the NC, and the statutory guidance on health and relationships education, forming the basic statutory school curriculum.

All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

We use Staffordshire's ENTRUST PSHE and Citizenship Scheme of Work as a framework for delivering PSHE and Citizenship. This provides planning to teach all knowledge and skills outlined in the statutory curriculum for PSHE, Health Education and Relationships Education. British Values always underpins this teaching. However, through consultation with teachers, children and parents, we have been able to adapt this scheme of work to ensure that our PSHE curriculum reflects the needs of our children and community.

| | Focus | Links to British Values |
|-----------------|-------------------------|--|
| Autumn 1 | Me and My School | Democracy, Rule of Law |
| Autumn 2 | Me and My Relationships | Individual Liberty, Respect and Acceptance |
| Spring 1 | Happy and Healthy Me | Individual Liberty, Respect and Acceptance |
| Spring 2 | Me and My Safety | Democracy, Rule of Law, Respect |
| Summer 1 | Me and Other People | Respect, Acceptance, Individual Liberty |
| Summer 2 | Me in the World | Acceptance, Respect, Democracy |

A detailed curriculum map shows the learning we strive to deliver to each year group in PSHE. Alongside the statutory objectives for Health and Relationships Education, each year group has a progressive sequence of lessons to deliver that build upon children's prior knowledge and development. Key vocabulary and learning outcomes are highlighted so that we can ensure children have a clear understanding of what is being taught and what we want children to know at the end of the lesson.

R.E.

The school will ensure that RE is taught according to the locally agreed syllabus.

Parents will have the right to request that their child be withdrawn from all or part of the RE provided - known as 'the right to withdraw'. The school understands that they do not have to provide a reason, and the school must comply with their request.

In addition to the teaching of RE, the school is aware that all state schools are required to make provision for a daily act of worship.

All provisions made regarding R.E. lessons will be made in line with the school's R.E. policy.

Good practice for the curriculum includes:

- Exploring issues in the modern world.
- Working with local communities who promote the beliefs taught in lessons.
- Learning outside the classroom by participating in educational visits.
- Introducing themed days and assemblies which celebrate different beliefs.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within lessons.

Homework

We value family time. We encourage our families to go for walks, bike rides and adventures in the great outdoors. We want our families to sit together to eat when they can, to develop social and emotional skills on play dates and to participate in clubs for their character development. These skills for life and valuable to all.

We send home a weekly Sway which details upcoming learning and includes key vocabulary which will be taught. We ask parents to discuss upcoming learning and language with their children.

We do set homework, but it isn't onerous. Homework is set using our online platforms for reception, KS1 and KS2. Children can access online reading activities and online core skills maths activities on a daily basis and teachers can see what has been completed. We want children to read, so we send appropriate books home. We ask parents and carers to read with their children for 10 minutes each day as success in reading affects life chances. Reception children have sounds and words to practice at home. KS1 and KS2 children have weekly spellings to practice at home. Occasionally, other homework projects may be set as extensions to classroom learning.

Reporting and Assessment

In EYFS, checkpoints are used to ascertain which children are on track and which need extra support. Children are observed, played with and interacted with in order to assess their attainment. Children have 2-year-old checks, the Reception Baseline Assessment and The EYFS Profile at the end of reception. These assessments are statutory.

In KS1 and KS2, informal assessments will be carried out to measure pupil progress. The results of the assessments will be used to inform future planning and target setting. They will be recorded on our assessment platform. Results of informal assessments will be recorded and reported back to the headteacher, children and pupils' parents. Throughout lessons, teachers use summative assessments and questions to see where children are with their learning.

Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents. We complete phonics screening checks in Y1 and Y2 and multiplication times tables checks in Y4. These are reported to the standards and testing agency.

Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

We have two formal meetings with parents each year and provide one written report. Parents of children on the SEND register will have additional meetings with teachers to discuss assess, plan, do, review cycles.

Equal Opportunities

The school will not discriminate against, harass or victimise any child or prospective child because of their:

- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any child or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

Supporting Children with SEND

Children with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Children with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of children with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers children with SEND have to achieving.

Extra-curricular Activities

The school offers children a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

All children are able to participate in the activities and trips available, unless there are concerns about their safety and wellbeing or the safety and wellbeing of others. Wherever there is an instance where a child cannot participate, the school will consider what reasonable adjustments could be made to the trip or activity as appropriate.

This policy will be reviewed on a biennial basis by SLT:

Emily Harris

Headteacher & Curriculum Lead

Written: 07/01/2026