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**Curriculum Intent Statement**

Society is ever changing and to enable pupils to develop and take their place in that society it is important that we plan our curriculum very carefully. Staff plan closely together, across the school, to ensure a broad and balanced ambitious curriculum that fully meets the National Curriculum requirements, whilst presenting pupils with stimulating challenges relevant to their needs.

Our aim is for learning to be rich and memorable with opportunities for deeper learning at all levels and ensuring application of core skills in maths and English skills in other subjects. We recognise the importance of memory and how recall or ongoing practice can be used to develop the function of the brain. In our careful curriculum planning we endeavour to ensure that each lesson has clear subject specific content and that there is a focus on reducing cognitive overload for pupils by careful sequencing and recapping on prior learning. Core learning is recapped, revisited and reinforced throughout a child’s time at Stow-on-the-Wold Primary School. Our curriculum is designed with vocabulary development at its heart so that pupils can learn to process the meaning of new language, making links within subjects, across subjects and across academic years. We aim to make the key knowledge, skills and vocabulary unforgettable. Reading and phonics acquisition is given very high priority. Early reading skills are well taught and staff are trained in teaching phonics right up to Y3 .

We endeavour to provide pupils with an appropriate and interesting education. As pupils progress through the school we aim to build their self-esteem and confidence so that they develop into independent, self-motivated learners. We promote a love of learning through regular creative days and themed weeks and topics balanced with rigorous evaluation of pupils’ progress. We look for golden threads in learning that are in every year group and build through the school such as our promotion of community involvement, and resilience and persevering which is one of our core values. These shine though in our yearly calendar of events.

We place a strong emphasis on adjusting learning to meet the needs of pupils. At present all classes are mixed gender and ability. British values are promoted throughout the curriculum and specifically in assemblies and taught sessions. We are committed to ensuring equality of opportunity for all pupils regardless of gender, race, social circumstances or ability. We adopt an inclusive approach, so that all pupils can access as much of the curriculum as possible. However, we recognise that in some cases we need to make adaptations or adjustments to meet the needs of some individuals or cohorts. Equal opportunities permeate all aspects of school life and we aim to enable all pupils to grow spiritually, morally, culturally and socially and emotionally. We hope our curriculum has a strong moral purpose and prepares pupils for their next step in learning.

**At Stow on the Wold Primary School our curriculum is designed to:**

* develop a life -long love of learning
* make the most of the local community and the opportunities in the locality
* take every opportunity to offer rich and memorable activities
* challenge thought and broaden experiences
* inspire and motivate our pupils and five them aspirations
* develop a thirst for knowledge and new skills
* deepen learning and allow pupils to make connections with past experiences
* enable pupils to discover their own strengths and personal interests
* prepare pupils for their future lives and the next stage in their learning
* enable our pupils to contribute to a wider society

# The Curriculum at Stow-on-the-Wold Primary School

At Stow-on-the-Wold Primary School Primary School, the Early Years Foundation Stage Curriculum is followed in a child’s Reception Year. In Years 1 to 6, the National Curriculum is delivered to pupils across Key Stage One and Key Stage Two. Skills build from Foundation Stage right through to Y6. Our pupils are taught in mixed age and single age classes so our curriculum has to be adaptable in order to respond to changes sometimes annually in class structures across the key stages. We always ensure that KS1 and KS2 are taught separately, but we have a range of combinations within the key stages.

This document sets out **WHAT** we intend to teach in each year group including early years and **HOW** we intend to deliver it to ensure progression of skills as a child moves up through the school, and gives a flavour of how we try to bring learning to life and make it exciting, rich and memorable with a focus on practical, hands on experiences, visits and visitors, trips and bringing in expertise from the wider community. We aim to make our curriculum special to Stow, exciting and vibrant for the children to really want to learn and come to school. We do this through special themed weeks and days as well as carefully taught topics and carefully planned subjects which build progressively from reception to Y6. A pupils journey through this progression really is their curriculum.

# English

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

At Stow-on-the-Wold Primary school we believe that Reading is vital, starting with Oracy, teaching pupils how to speak and listen, communicate and express their views, leading into the systematic teaching of phonics through our chosen DFE Validated scheme **Twinkl Phonics** which teaches reading systematically using books that are decodable at each level. The school build on its phonics teaching promoting decoding and then building fluency in reading especially throughout Y2, using Fluency Rubric to assess and develop these skills. Language comprehension skills are taught and developed to ensure that children understand what they are reading. We aim for children to acquire a wide vocabulary and ultimately that they are able to explore what they are reading by developing reading comprehension skills using the six domains of VIPERS Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising information that they have read.

The English curriculum aims to ensure that pupils:

* use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
* are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
* acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
* read easily, fluently and with good understanding. Phonics are taught systematically from nursery through to juniors, in phases giving pupils the skills they need for reading and writing. Pupils learn to become enthusiastic and critical readers of stories, poetry, plays, and non-fiction from a wide variety of cultures and times.
* develop the habit of reading widely and often, for both pleasure and information, appreciating our rich and varied literary heritage. Parents are asked to be actively involved in encouraging their pupils to read daily at home and to foster a love of reading. A home/school reading system is in place and we have a well-stocked library, in addition to class libraries, which pupils are encouraged to use. We also have links with Stow Library, fostering the habit of reading for life. Book stock is checked to make sure stories are culturally diverse and that characters in books are not just in the bools but are positively modelled in the stories e.g. the characters are not always weak or villains.
* write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Pupils learn to write accurately and fluently for a variety of genres. We emphasise the importance of writing, helping pupils to understand how language works by looking at its patterns and structures. They are encouraged to use this knowledge to write for a range of audiences using a variety of styles. Presentation skills and handwriting are taught throughout the school and pupils’ work is displayed with pride. We also teach grammar, spelling and punctuation as discrete areas and as part of other English lessons.

At Stow-on-the-Wold Primary School, we use English to drive the wider topics that pupils’ study. We use a range of model purposeful and carefully selected texts for each year group to embed the learning across the whole curriculum. Pupils learn to write for a variety of purposes and audiences, using the various topics covered to ensure that they have the necessary knowledge and vocabulary to succeed. We enhance pupils’ literary experiences through visiting book shops and keen local readers /writers and poets and from visits to local theatres and from drama groups in addition to staff sharing their own love of books and reading. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. We have a year long reading programme of events whih we change and keep fresh such as reading challenges, promoting birthday books, visist to Stow library, visitors sharing their love of books such as Governors, special author days such as Roald dal day , online sessions with authors, extreme reading, book fairs, world book day, reading to our therapy dog nettle, making a book in a box at home, buddy reading across key stages, poetry slams and publishing our work to a wider audience.

# Maths

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Mathematics provides pupils with essential life skills. It helps pupils make sense of the world around them. It allows them to solve problems, reason logically and think in abstract ways.

The national curriculum for mathematics aims to ensure that all pupils:

* become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
* reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
* can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

At Stow-on-the-Wold Primary School Primary School our approach to maths teaching is fully inclusive. We strive to give all pupils access to the skills that they need to develop both a deep conceptual understanding and fluency in the fundamentals of mathematics. We deliver maths sessions with an emphasis on reasoning, the use of concrete resources to prove thinking and teaching as a whole year group to ensure that all pupils make progress together.

Mathematics is taught through a daily maths lesson following the principles of the new National Curriculum where pupils ‘do twist and solve’ the maths. Teachers use a range of different teaching and learning strategies to support and develop pupils’ understanding of mathematics. Pupils learn about numbers and the number system and how to calculate and solve problems using a range of mental and written methods. Use is made of CT to support teaching, such as online teaching aids and to support learning through interactive games and activities and home learning. Fluency and reasoning then lead to successful problem solving and application of mathematical skills in increasingly abstract situations. The school aims to move progressively from the concrete to the pictorial to the abstract in maths but enabling manipulatives to be used in each classroom to help support and scaffold learning such as numicon, cubes, fans, diennes.

For the last year we have been involved in the Mastery in Maths Readiness Project and we are now embarking on year 2. The project assists teaching and learning skills to be developed at a Mastery level where our mantra is that Everyone Achieves and everyone keeps up in class with the objectives taught through additional sessions later in the day for anyone who does not understand fully and encouraging children to really engage with a wrestle with new concepts and learning.

This year we are also involved in Mastery Number for Yr-2 which involves a specifically taught session each day mastering early number skills using a mixture of pacey teacher led sessions using specific power points, practical work using Rekenrek abacus equipment and practice and consolidation in class. This project aims to introduce children to numbers and to reinforce basic number understanding so that this deep learning can be utilised readily as the children progress through the school.

Pupils also study shape and space, develop measuring skills and learn how to process, represent and interpret data. They are encouraged to discuss their work with others and present their methods and reasoning.

Opportunities are provided to develop and apply key mathematical skills when pupils are working in other subject areas and in real life situations, whether in the classroom, or the playground. Each week the pupils take part in our ’99/66 Club’. Teachers and pupils challenge the multiplication knowledge against the clock in a fun and engaging way. In each lesson pupils are taught to apply mathematical skills to problem solving and real-life contexts. We have been successfully doing Gecko maths approaches to problem days and pupils take part in in many active creative problems from reception to Y6. Pupils are able to progress through a numeracy passport scheme providing them with a sound basis of numeracy skills which they can apply to their learning in school, and daily three-minute morning maths skills sessions. We try to make it exciting such as the Curriculum Passports with celebration certificates for pupils, and links to the secondary school who do a Numeracy challenge each month with prizes, and a monthly “question on the month” and “answer of the month” to allow open ended challenges and mathematical thinking.

Pupils requiring additional support in maths will have access to a bespoke intervention package such as Rapid Maths, Stile Maths, 123 Maths, Power of 2, Plus One and other catch up programmes as appropriate.

# Science

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 stimulates and excites pupils’ curiosity about the world around them. It satisfies curiosity with knowledge. It links practical activities with ideas, and it prompts critical and creative thinking.

The national curriculum for science aims to ensure that all pupils:

* develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
* develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
* are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

At Stow-on-the-Wold Primary School, science is closely linked to our topics, to give pupils a more contextual understanding of the different areas of the subject (particularly when they are more abstract concepts). Pupils develop their basic knowledge through direct teaching and discussion, before deepening their understanding through investigation and ongoing development of working scientifically skills. These skills are taught explicitly and progressively throughout the school, to enable pupils to be equipped with the ability to develop their own investigations to develop their knowledge. Pupils will learn how to conduct experiments safely. They will learn to observe and ask questions about living things, materials and phenomena. Pupils will learn how to make predictions, put forward explanations and test them to see if they were right, draw conclusions and show how to relate these conclusions to their predictions. They will learn about nutrition, movement, growth and reproduction in humans, animals and plants. They will also learn about evolution and inheritance and how living things have changed over time.

Pupils will learn to classify materials and study how materials change when squashed, bent, stretched, heated, cooled or mixed. Pupils will learn how to separate mixtures of materials, and that some things are soluble and others are not. Pupils will learn about electricity and simple circuits, about forces such as gravity and magnetism, about how we hear and see and how light and sound travels. They will also learn about the sun, earth and moon and how they are interrelated. They will also learn about seasonal changes. Science study also promotes working in groups, encouraging the development of skills necessary for effective team work, such as listening to others and valuing everyone’s contributions. Pupils learn about a diverse range of scientists including famous black scientists and women scientists and their contribution to society. We use curriculum time three times a year to supplement lessons with specific science weeks across the school for example on the whole school theme of “connections”, “space” or “wildlife” which is then shared ad celebrated at the end of each week. This has been used to promote more wider science themes such as Islamic scientists, women in science or other national themes such as British Science Week.

# Computing and Communication Technology

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The national curriculum for computing aims to ensure that all pupils:

* can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
* can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
* can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
* are responsible, competent, confident and creative users of information and communication technology.

At Stow-on-the-Wold Primary School, we recognise the important role that technology plays in our current and future society, and our aim is to equip pupils for this. From as early as EYFS, pupils are exposed to different types of technology. Pupils are taught to be digital communicators, digitally creative and innovative. Computing and Communication Technology (CCT) prepares pupils for today’s digitally driven world. At this school we are focussing heavily on the use of computers and coding.

At Stow Primary School, pupils learn to use CCT tools to find, explore, analyse and present information. They also develop their research skills and learn to make choices about when and where to use CCT to good effect, and how to use IT safely (e-safety).

As part of the taught CCT curriculum, pupils learn to use a variety of software packages for word processing, desktop publishing, data handling and analysis. They also learn how to use control and monitoring equipment such as beebots, roamers and digital sensors. They are given the opportunity to develop and use these skills when working in other curriculum areas.

The older pupils have the opportunity to be part of CCT control and monitoring workshops provided by external specialists with appropriate equipment. Pupils are given supervised access to the internet, email and online learning platforms through a bank of wireless networked laptops and more recently iPads. The school is fully committed to e-safety principles and pupils are taught how to keep safe online and in their use of other digital technologies.

Each classroom is equipped with a range of digital technology including an interactive whiteboard, visualiser and digital camera. This enables CCT to be used as a teaching and learning tool in every lesson.

# Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn from reception how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The national curriculum for design and technology aims to ensure that all pupils:

* develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
* build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
* critique, evaluate and test their ideas and products and the work of others
* understand and apply the principles of nutrition and learn how to cook.

Design and technology prepares children to take part in our ever-changing world. They learn to think creatively, to plan and evaluate their designs. They have to consider the purpose and need for their designs and make sure that they are appropriate.

At Stow-on-the-Wold Primary School, our Design Technology teaching is based on a cycle of skills, before designing their own product in consideration of the target audience. Children will learn to **plan**, **design** and assemble their products. Pupils will begin by investigating examples from existing designers. They will consider who will use their designs, be able to describe them clearly and consider how to improve their work. They will then be taught the specific skills needed to **make** their product, which will then be created. Children will work with a variety of equipment, tools and materials. They will learn how to select the right tools and materials, to measure, mark, cut, shape and assemble materials. There will be an emphasis on safety and the use of correct techniques when handling tools and materials. Cooking is a skills that is built on year on year especially for a purpose and as part fo a topic based approach but building skills from reception to Y6.

Finally, pupils will **evaluate** their product and consider by **reviewing** their work how the design could be improved in the future. This consistent process will ensure that pupils are considering the process of design as a vital element to creating a product.

# History

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils:

* know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
* know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
* gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
* understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
* understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
* gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

At Stow-on-the-Wold Primary School, History is closely linked to our creative topics, to give pupils a more contextual understanding of different time periods. Pupils start in Early Years looking at their own past and then building on this knowledge they start to make links and draw comparisons between the different time periods that they have covered, and focus on asking historical questions to find out more. History inspires children’s curiosity about the past. It helps them to understand how the past influences the present. They will learn about earlier societies and build up a sense of chronology. Where the topic is History-based, pupils are immersed in the time-period through classroom experiences and by focusing on the time period across the curriculum (including reading and writing) and school trips. Often children will build upon themes in History such as the lives of children in different periods of time, or house hold objects and what they tell us about life in different periods. Hands-on experiences such as visits to museums to see real artefacts and historical places of interest in Stow and beyond are utilised. Stow is a very historic town with many wonderful buildings and a very famous church and the pupils therefore learn about the Civil war and Stow being the site of the last battle of the Civil war with the church being used as a sanctuary. We have developed links with similar schools in the US. The school has close links with the British Legion in Stow which has a strong presence in the town and is a large part of many lives in Stow. The pupils are they are fully involved in the commemorations each year marching and parading our own standard and taking part in the services to remember the fallen. We also invite elderly members of the community to school to talk about their experiences such as being a child in the war so that it becomes more real to the pupils.

Pupils will learn to find out about the past by researching a range of evidence, considering it and drawing their own conclusions. To do this they will need to be able to research and argue their points of view. These are skills for life. Pupils will learn about significant people, places and events from both the recent and more distant past. They will study periods of time in Britain and other parts of the world. They will see the diversity of human experiences and understand more about themselves as individuals and as members of society. The school has tried to take a wider perspective and introduce more figures from Black British History and makes use of visits to interactive places such as Bletchley park where the children can try to experience life in the past.

# Geography

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

* develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
* understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
* are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
* interpret a range of sources of geographical information, including maps, diagrams, globes, and aerial photographs
* communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

At Stow-on-the-Wold Primary School, Geography is closely linked to our topics, to give pupils a more contextual understanding of places and natural phenomenon which are outside of their experience. Pupils understanding of the world is built on throughout the school- beginning with knowledge of the world immediately around them when they are in early Years including the school and local area. Field work in the locality and further afield is given high priority to engage children in their learning. Links will then be made and comparisons will be drawn, through exploration and research, to places further away. Pupils are exposed, through technology as well as school trips, to gain as much experience of the wider world as possible. They will start to make links between different places in the world and how people affect the areas they live in. Pupils will study a variety of people, places and environments at different scales, both in the United Kingdom and abroad. They will study their locality and will develop skills using maps, diagrams, globes and photographs.

Geography develops knowledge of places and environments throughout the world. It develops an understanding of maps and a range of investigative skills both inside and outside the classrooms. Skills are built on from early years through KS1 and into KS2.

Through geography, pupils encounter different societies and cultures and learn how people rely on each other. It is a subject that encourages them to think about their environment, locally and globally and to develop a sense of responsibility for it. The school is committed to environmental education and undertakes projects such as our recent Blue Peter Green Badge award projects.

# Modern Foreign Languages

A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

The national curriculum for languages aims to ensure that all pupils:

* understand and respond to spoken and written language from a variety of authentic sources
* speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
* can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
* discover and develop an appreciation of a range of writing in the language studied.

Children in Early Years and KS1 are offered extra-curricular language provision in French during the years a club and have some MFL language vocabulary exposure such as songs and rhymes and specific vocabulary of objects in the classroom, colours, household items. Pupils in KS2 are taught French weekly including specialist language teaching from Yr. 3-6 by our own specialist teachers and by staff recommended by The Cotswold School. Teaching is through games, rhymes and fun activities in all year groups. Children begin by being taught specific language vocabulary before moving on to sentences and conversation. The main focus of teaching is on verbal rehearsal although some written recording is involved. The school encourages special weeks with an international flavour, celebrating European Languages Day each year as well as visits to places of international interest. The school has developed links and exchanges with similar schools in the US such as Appomattox, the site of the last civil war in the US, and with Halale, a school in Zimbabwe. The school utilises the skills and abilities of any parents with EAL to support enriching pupils learning in school.

# Physical Education

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils:

* develop competence to excel in a broad range of physical activities
* are physically active for sustained periods of time
* engage in competitive sports and activities
* lead healthy, active lives.

At Stow-on-the-Wold Primary School, we offer pupils the opportunity to take part in a range of sporting and physical activities. We strongly believe that participating in physical activities not only supports pupils’ physical health, but also enables pupils to develop the 5 ways to well-being and supports pupils’ mental health. PE helps to develop children’s physical competence and confidence. It provides opportunities for them to develop their physical skills; to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards healthy and active lifestyles. Physical activity is strongly encouraged in our early years and the school has invested in the outdoor classroom to ensure pupils get outside every day and are physically active climbing, sliding, riding, jumping and developing their coordination skills. Frome early years onwards the children are fully involved in the daily mile and in whole school PE activities and lessons as well as physical activities throughout the day. breakfast club has outdoor and physical activity each morning and the children are all encourage to take part in extra curricular sports and clubs. Success in clubs outside school is celebrated and excellence in sport is promoted in newsletters. Pupils write reports and keep the profile of PE and activity high in school.

The benefits of working outdoors and getting in touch with nature are well documented; therefore, we include Forest Schools sessions as part of our PE Curriculum. The school employs a specialist sports coach and class teacher who work in all classes every week and provide lunchtime and after school opportunities using our Sports Premium grants.

Children will learn how exercise affects the body. They will take part in activities such as swimming, games, gymnastics, dance and athletics, outdoor and adventurous activities.

The children will have the opportunity to spend a week at a PGL residential holiday to enjoy pursuits such as canoeing, abseiling and zipwires and an overnight stay at Malvern Outdoor in Y2, a first trip away overnight for many children. We have invested heavily in outdoor equipment such as a container of equipment and adventure playground, trim trail and now looking at fund raising for a set of outdoor gym equipment.

The school earned the School Sports Gold Award for the last 4 years. Children are encouraged to be physically active at break times and they have access to a range of indoor and outdoor equipment and play activities.

We have many after school sporting clubs such as football, netball, cross country, multi-sports, cricket and rugby. Children are encouraged to participate in many inter and intra school sports and tournaments, inter and intra school dance Competitions and athletics meets including a whole KS2 athletics meet once a year. Children take part in a Panathlon aimed at those who would not otherwise take part in an inter school event. We celebrate sports day and a range of other sporting events throughout the year such as our Annual Toddle Waddle and Sponsored Walk for the whole school. The oldest children take every opportunity to lead play opportunities for the younger children such as teaching them on sports day, leading on walks in the community and helping at playtimes or on special days.

Swimming, although currently paused due to COVID, has always been prioritised by the school and is taught alongside water safety using the local pool at the nearby Secondary school. It is expected that this will continue so that every child is able to swim 25m by the end of KS2.

# Religious Education

The UK has a rich heritage of culture and diversity. This is continuing today in an era of globalisation and an increasingly interdependent world. Religion and belief for many people forms a crucial part of their culture and identity. Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual’s knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils’ knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils’ personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. The aim of religious education for pupils and young people is to:

* provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
* encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
* enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
* teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
* prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society.
* encourage empathy, generosity and compassion.

At Stow-on-the-Wold Primary School, we follow the Gloucestershire Agreed Syllabus for RE. The syllabus helps children not only gain knowledge and understanding about religions and beliefs but it also helps children to develop their own understanding of the world and how to live, in the light of their learning, developing their understanding, skills and attitudes. The curriculum makes a significant contribution to children’s spiritual, moral, cultural and social development as well as important opportunities for exploring British Values.

The curriculum in our school offers open, enquiring and exploratory RE suitable for children who have a religious faith of their own as well as those who do not. Children are encouraged to make sense of the religions studied, which include Christianity, Hinduism, Judaism and Islam using resources such as Discovery RE which take big questions. They are also encouraged to understand the impact of those beliefs in people’s lives and make connections with their own learning and experiences of the wider world. They also explore a humanist perspective although the focus is mainly on broadly Christian themes. We use the Understanding Christianity resource and approach which takes The Big Picture of Christianity and teaches it through seven key concepts - such as salvation, the fall, creation, and resurrection which build progressively through the school. A range of other resources will be used for the other faiths including online tours of religious places of worship and the experts from other faiths from within the school’s wider community including the children themselves. We are not a faith school but we do hold daily assemblies at school which incorporate broadly Christian beliefs and values, moral and social concerns as well as British values.

We sustain positive links with local churches especially St Edwards Church, Stow Baptist Church and religious organisations such as The Exclusive Brethren. Church leaders occasionally take assemblies such as the fortnightly “Open the Book” team and local clergy.

We encourage visits to places of worship of all denominations such as synagogues, the cathedral, local churches and chapels and visits from a range of representatives from local religious groups and religious leaders to help broaden experiences and deepen understanding.

# Personal, Social, Health, Citizenship and Economic Education

PSHCE is an important and necessary part of all pupils’ education.

Our PSHCE curriculum is designed so that pupils are able to:

* understand the importance of physical activity in order to maintain a healthy lifestyle
* learn about the factors that affect our physical and mental health
* develop risk management
* understand personal change and responsibility
* understand the dynamics of healthy relationships
* begin to understand the value of money
* recognise how media, commerce and social issues shape our understanding of the world

At Stow-on-the-Wold Primary School, the vital role that PSHCE plays in the wellbeing of our pupils is a key focus. They learn how to become responsive, informed and responsible citizens. They learn to recognise their own worth and work well with others. They reflect on their experiences and understand how they are developing personally and socially. PSHCE will be taught as a discrete subject, and as part of other curriculum areas such as team building in Forest School and building resilience through PGL and other outdoor or challenging activities.

PSCHE lessons are generally taught discreetly within class settings as well as in conjunctions with specialist input from our Schools beat officers, resources offered by the Gloucestershire safeguarding Partnerships such as In the Net, and using resources from the GHLL PINK curriculum. The Life Caravan forms an important part of our curriculum and provides bi-annual specialist lessons about health and keeping safe. We have strong links with other service providers such as the local police, community officers. The school also utilises Skill zone, a bespoke environment where children can learn how to behave in various scenarios in safe controlled conditions. This is for Y2 and revisited in Y5 as a way of embedding learning. The school has been awarded National Healthy Schools status many times over. We focus strongly on anti-bullying work with children ensuring they have strategies to cope with and address all forms of bullying including racism, cyber bullying and other online bullying exploitation threats, homophobic bullying and other prejudices, as well as keep safe initiatives such as Keep Safe Pants which is visited every year throughout the school.

Lessons are generally discussion-based, to allow pupils to explore their own feelings and opinions as well as those of others. Wider topics may sometimes allow pupils to experience PSHCE links across the curriculum, for example opportunities for enterprise. PSHCE helps to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives.

We have a well-established School Council to help children contribute more fully to the life of the school and to give the pupils a voice and offer them the opportunity to meet local counsellors and find out more about democracy and their rights. Our school council is held in high regard by the local town clerk and she visits regularly to gain their views and to involve them in local democracy.

Pupils are also taught RSE throughout the school using the local authorities RSE curriculum toolkit, at an age-appropriate level building right from reception upwards and covering key vocabulary to give pupils the words they need to explain their feelings and experiences. This curriculum element has been developed with input from parents and governors to ensure that it is meeting the needs of our community and reflects the needs of our learners so that they develop tolerance, keep safe and make healthy choices.

The pupils are strongly encouraged to play a full part on their community and the school follows a full calendar of events in the town where it is fully represented such as the Stow Christmas Tree festival, Remembrance day activities , Harvest festivals at the church, taking part in town carol singing and tree lighting, town Fireworks events, year round links with Edwardstow Court for the elderly and those with dementia and a range of charitable work such as Christmas Boxes and our annual chosen charity events.

# Art and Design

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.

The national curriculum for art and design aims to ensure that all pupils:

* produce creative work, exploring their ideas and recording their experiences
* become proficient in drawing, painting, sculpture and other art, craft and design techniques
* evaluate and analyse creative works using the language of art, craft and design
* know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

At Stow-on-the-Wold Primary School, pupils are given opportunities to develop their artistic skills across a range of mediums with careful progression from reception to Y6, often in a context linked to their topic, and in ways which stimulate imagination and creativity. Pupils are taught that the creative process – including research, planning and evaluation - are a vital element of creating a piece of artwork. Pupils will develop their skills and improve their control of materials, tools and techniques. They will draw from first hand observation, paint, make collages and print, use colour, texture, form, pattern, different materials and processes to communicate what they think, see and feel.

Pupils will explore ideas and meanings in the work of a diverse range of great artists and craftspeople from Britain and other cultures around the world from the past and the present. They will learn to look at a range of artwork, commenting on what they think and feel about it, and discussions involving critique will encourage pupils to better understand their own opinions.

# Music

Music is powerful and is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music aims to ensure that all pupils:

* perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
* learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
* understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

At Stow-on-the-Wold Primary School, the teaching of music develops children’s ability to listen and appreciate a wide variety of music and to make judgements about music quality. Through making music, they learn to work together, develop self-discipline and sensitivity. Pupils will sing, play instruments and develop their skills and confidence. They will take part in creating their own music, using tuned and un-tuned percussion and other instruments. They will develop knowledge of rhythm, pitch, tempo, dynamics and texture and the different ways that sounds are organised. We sing regularly at public events, including locally and national events in Birmingham, in which children are encouraged to participate. They perform regularly at school and at community events such as our Christmas carol service and in church, at Remembrance, at Harvest in the church, at residential homes in the community and in the open air in the town at various events. Pupils also learn songs as part of junior and Infant productions and as part of class lessons which culminate in performances to the rest of the school and recorded for parents, often accompanied by percussion and untuned instruments. The genres are very wide ranging from contemporary to songs from other cultures and classical songs. We try to ensure that pupils are exposed to a range of styles of music and listen to a diversity fo composers from many different cultures using Charangra as our main scheme, supplemented by other musical activities and events. The children have been to Young Voices for over a decade and have several opportunities during their school career to take part in this massive concert. The children are fortunate to experience whole class instrumental tuition from county specialist music teachers. We are very proud that for many years all children in Y3-6 junior aged children have enjoyed ten weeks annual tuition in trumpet, clarinet, violin and drumming on a rolling programme. These lessons culminate in a concert for parents which is well received or a recording to be shared with the community. Children who wish to continue to learn are encouraged to so with grant support as an extra-curricular activity and are enabled to showcase their playing at school concerts at Christmas .