

# DUNNINGTON CE PRIMARY SCHOOL



## CURRICULUM POLICY

<b>Date of Policy:</b>	February 2022
<b>Date of Review:</b>	February 2025
<b>Member(s) of staff responsible:</b>	Caroline Hancy
<b>Governor(s) responsible:</b>	FGB
<b>Signature of Chair of Governors:</b>	
<b>Date:</b>	Updated 18th February 2022



*Growing and learning together and aiming to be the best that we can be,  
in an environment based on Christian values.'*

## Curriculum Policy

### Curriculum Intent

*Whilst high levels of academic achievement are expected, we are concerned with all aspects of children's development. It is our intention to provide, within a caring environment, a wide range of balanced learning opportunities which develop and extend understanding, the subject skills, key skills, thinking skills and achievements of all our children- a curriculum for the 21<sup>st</sup> century- which will help our pupils to grow up to be knowledgeable, independent, adaptable and responsible people and prepare them for a world in which the only constant is change.*

### Aims

To set out a curriculum for our school which:

- Educates our pupils intellectually, socially, morally, physically, culturally and spiritually within an environment firmly based on Christian Principles.
- Provides enjoyable and stimulating learning experiences which are memorable and develop a love of learning and extend children's achievements, subject knowledge, vocabulary and skills, thinking skills and key skills ( e.g. communication, teamwork, initiative, problem-solving. computing / IT skills, organisation, leadership, effort, creativity, reliability).
- Implements the breadth of content of the National Curriculum 2014 and is coherently planned and sequenced to support the acquisition of new knowledge.
- Meets the needs of the children in our school and nurtures each child's unique talents.
- Encourages creativity, experimentation and enrichment in learning and teaching.
- Develops confidence and a positive sense of identity and self-esteem.
- Promotes the development of independent learners with lively, enquiring and creative minds
- Encourages children to share and work with others effectively.
- Develops honest and caring citizens of their local, national and wider world.
- Values and recognises diversity within societies, our own and others.
- Begins to prepare pupils for the opportunities, responsibilities and experiences of secondary school and adult life.

### Curriculum Organisation

1. Early Years Foundation Stage and National Curriculum content is delivered through a topic-based approach, where possible.
2. Topics are primarily based on history, geography and science curriculum content with essential knowledge, skills and understanding from other subject areas being taught through these themes, where appropriate.
3. Discrete subject teaching is also used to supplement topics where appropriate, particularly in English, Maths, RE, Computing, PSHE, music, PE and French (KS2).
4. The curriculum is organised into two-year cycles to avoid repetition when mixed classes are required in school.
5. Subject-specific progression plans and assessment grids demonstrate how the acquisition of new knowledge, skills and understanding takes account of prior learning and builds over the pupils' time in school. A **summary thematic overview** is shared with parents on the school website.

Every lesson counts. Every interaction matters. Every day is vital.



*Growing and learning together and aiming to be the best that we can be, in an environment based on Christian values.'*

## Curriculum Policy

6. Topic overviews and curriculum updates are shared with parents via the website and termly curriculum newsletters.
7. **Learning journeys (medium term plans)** are used to organise the objectives and related activities into lessons. Learning journeys are also flexibly designed to take account of prior learning, the interests of pupils and their own lines of enquiry within a topic.
8. Teachers may use a 'hook' to introduce a topic in an exciting way (such as a video or a visit), and a 'celebration' (such as a performance or a creative piece of work) to sum up and review the key aspects of learning.
9. Relationship and Sex Education is set out in our separate policy statement, allowing parents to withdraw their children from specific aspects, if they so wish.
10. During lessons across the curriculum and also in Collective Worship, the school explores a range of Christian values and aspects of Personal, Social, Health and Education (PSHE). These are identified in the worship plans and the curriculum plans for each year group.
11. The fundamental human values of democracy, the rule of law, individual liberty and mutual respect of different faiths and beliefs are also integrated into our PSHE plans and worship themes throughout the year.
12. The school follows the SACRE Locally Agreed Syllabus for RE supplemented with themes and lessons from Understanding Christianity. Some of the taught themes link well to the topics being taught and in all other cases, the themes are taught as discrete individual lessons.
13. Teachers target individual children with the appropriate level of work within each topic or subject. Within any lesson teachers create smaller groups of children with similar learning needs. In order to meet the needs of all pupils, support is also provided for pupils with Special Educational needs (SEND) where appropriate through a range of strategies which include: differentiation, TA support, interventions, scaffolding, specific resources and support plans. The details of our support for individuals and groups with SEND are set out in our half-termly provision maps.  
The needs of our most able children are met through effective differentiation in Quality Wave 1 classroom teaching, ensuring appropriate levels of work challenge and stretch these pupils.

### Timetable

In Early Years Foundation Stage, the timetable is made up of:	In KS1, the timetable is made up of:	In Years 3 and 4, the timetable is made up of:	In Years 5 and 6, the timetable is made up of:
<ul style="list-style-type: none"> <li>● A daily English and maths focussed input</li> <li>● A daily phonics lesson</li> <li>● Regular group reading sessions</li> <li>● 1 lesson of PE per week</li> <li>● 1 Forest Schools session per week</li> <li>● Topic lessons</li> <li>● Additional discrete lessons of RE,</li> </ul>	<ul style="list-style-type: none"> <li>● A daily English lesson</li> <li>● A daily maths lesson</li> <li>● A daily phonics session</li> <li>● Regular group reading sessions</li> <li>● 1 session of RE</li> <li>● 2 lessons of PE per week</li> <li>● Topic lessons</li> </ul>	<ul style="list-style-type: none"> <li>● A daily English lesson</li> <li>● A daily maths lesson</li> <li>● Whole-class reading sessions</li> <li>● 1-2 discrete spelling sessions per week</li> <li>● 1 session of RE</li> <li>● 2 lessons of PE per week</li> <li>● 1 session of French per week</li> </ul>	<ul style="list-style-type: none"> <li>● A daily English lesson</li> <li>● A daily maths lesson</li> <li>● Whole-class reading sessions</li> <li>● 1-2 discrete spelling sessions per week</li> <li>● 1 session of RE</li> <li>● 2 lessons of PE per week</li> <li>● 1 session of French per week</li> </ul>

Every lesson counts. Every interaction matters. Every day is vital.



*Growing and learning together and aiming to be the best that we can be, in an environment based on Christian values.'*

## Curriculum Policy

PSHCE, music as appropriate to ensure coverage • Indoor and outdoor areas of provision	• Additional discrete lessons of PSHE, music as appropriate to ensure coverage	• Topic lessons • Additional discrete lessons of PSHE, music as appropriate to ensure coverage	• Topic lessons • Additional discrete lessons of PSHE, music as appropriate to ensure coverage
22 hours 5 minutes per week (excluding lunch, breaks, registration and collective worship)  (DfE recommended minimum is 21 hours per week)		23 hours 40 minutes per week (excluding lunch, breaks, registration and collective worship)  (DfE recommended minimum is 23 hours 30 minutes per week)	

### Inclusion:

We set high expectations for all pupils and our curriculum has been carefully planned to meet the needs of all groups, including:

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

The monitoring and assessment of all pupil's progress enables the identification of any misconceptions or gaps in knowledge. This information can then be used to inform future planning. Staff use quality first teaching strategies to enable all pupils to access the curriculum, with additional resources and/or teaching used according to individual needs.

We also recognise the importance of social and emotional support for pupils and have 2 trained ELSAs (Emotional Literacy Support Assistant) in school who can provide personalised support in areas such as anxiety, resilience and self-esteem.

Further information regarding Special Educational Needs can found in our SEND Policy and SEND Information Report.

### English

In accordance with the National Curriculum, Dunnington CE Primary School concentrates on ensuring spoken language, reading, writing and vocabulary are integral aspects of our teaching both as discrete subjects and within all other subjects.

We aim for children to:

- Read easily and fluently with a good understanding, for both information and pleasure
- Acquire a wide range of vocabulary
- Write clearly and coherently across a wide range of fiction and non-fiction genres using correct conventions of grammar and accurate spelling
- Be competent in the art of speaking and listening, presenting, demonstrating, debating and acting

Every lesson counts. Every interaction matters. Every day is vital.



*Growing and learning together and aiming to be the best that we can be,  
in an environment based on Christian values.'*

## Curriculum Policy

We organise our teaching in a number of ways across the different phases within school and we follow the 'Little Wandle Letters and Sounds Revised' systematic synthetic phonics programme for both phonics and early reading.

We start teaching daily phonics in Early Years and follow the Little Wandle progression throughout both EYFS and Year 1, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We also timetable extra phonics lessons for any child in Year 2 or KS2 who is not fully fluent at reading or has not passed the Phonics Screening Check, in order that the gap between themselves and their peers does not widen.

In KS1, the children develop their phonics knowledge further both in terms of reading and spelling. They are nationally tested at the end of Year 1, with any children who are falling behind given extra support in Year 2. Longer texts are read and written, and a high level of grammatical knowledge is introduced. Children are nationally assessed in reading and writing at the end of KS1 and this helps inform how children are supported in KS2.

In Y2-Y6, phonics continues to be used, in particular to support those who need it with reading and spelling. An adapted version of the Babcock Pathway to Spelling is utilised to help reach statutory spelling requirements in discrete spelling lessons, which take place each week. Longer, more detailed and complex texts are read in KS2 and are expected to be written. Children are formally assessed at the end of each year in speaking and listening, reading and writing. Children are nationally assessed at the end of the key stage in speaking and listening, reading, writing and also grammar, punctuation and vocabulary.

Throughout the school, guided group or class reading takes place whereby children read with the teacher and teaching assistants to develop their decoding and comprehension skills either in smaller focus groups or as a whole class. Follow-up work related to what has been discussed takes place each week where children record their understanding in reading journals.

In Early Years and Year 1, we teach children to read through adult-led practice sessions, two to three times a week. These focus on decoding, prosody and comprehension and are taught to small groups of children using books matched to the children's secure phonic knowledge. The decodable reading practice book is then shared at home to ensure success is shared with the family. 'Sharing Story' books also go home weekly in Reception and KS1 for parents to share and read to their children to encourage reading for pleasure.

From Year 2 onwards, an extensive set of guided reading books are supplied for teachers to utilise, colour-banded to indicate the level. These colour bands are also used with independent reading books in the school and class libraries to ensure children are reading at the right level and across a range of genres when they choose their books.

In addition to the reading colour band books, teachers in KS2 use The Ashley Booth - whole class reading spine to plan and deliver a wide variety of texts to each class. Exposing all children to a range of texts throughout the year.

In recent years, great emphasis has been placed on our approach to developing children's writing. Deliberate and explicit modelling is utilised at each stage of the writing process to enable pupil independence. However, there are three key teaching strategies that ensure pupils fully engage with the process - **modelling**, **redrafting** and **editing**. A clear and correct understanding of them is crucial.

Every lesson counts. Every interaction matters. Every day is vital.



*Growing and learning together and aiming to be the best that we can be,  
in an environment based on Christian values.'*

## Curriculum Policy

The writing process:

- ❖ Planning
- ❖ Drafting
- ❖ Sharing
- ❖ Evaluating
- ❖ Redrafting and Editing
- ❖ Publishing

### Modelling

The writing process is modelled over a phased period of time. Initially this may involve 100% teacher-led demonstration of writing with no interaction with or from the children so that they are fully focused on the process. Teachers will carry out a process of 'thinking aloud' when they are modelling writing. They demonstrate and explain their choices, to challenge, engage and motivate pupils in the thought process.

Over time more responsibility is passed to the children through asking questions of the pupils so that they are stimulated to think actively about the teacher's choices. The teacher also ensures he/she asks questions of targeted pupils.

### Redrafting

Redrafting starts once children have finished a first draft. As they re-read what they have written, children may notice a few places where the wording doesn't seem to flow quite as well as the rest of their work. They may decide to change a few words or add a sentence or two. Perhaps they want to add a paragraph or re-arrange paragraphs. Redrafting is about changing the meaning or way in which a reader perceives, experiences and interprets the writing, by taking the writing through different 'drafts'.

- Children are given time between writing their first draft and looking at it again for alterations. A few hours can give them enough time to see it with fresh eyes that are more likely to spot trouble areas.
- Children are also provided with opportunities to read their writing out loud. Sometimes speaking the word helps them get a better feel for the flow of the piece and to make sure their work is organised in a logical way.

### Editing

Editing is where the overall writing remains exactly the same - children simply fix mistakes they have made while writing it such as typos, grammar errors, and spelling mistakes.

Editing their writing happens once they have a draft they are confident in as a whole. In the process of editing, they look for the details that may have slipped by during the writing process.

Children are made aware of grammatical terms and the use of a wide range of grammatical conventions in line with statutory requirements. These may be taught discretely but, primarily, teachers promote grammatical understanding within the context of overall written composition.



*Growing and learning together and aiming to be the best that we can be,  
in an environment based on Christian values.'*

## Curriculum Policy

### Maths

We aim to provide a 'Mastery of Maths' curriculum that promotes enjoyment and enthusiasm for learning and fosters positive attitudes towards mathematics by developing pupil's competence and confidence in mathematical understanding, skills, equipment and vocabulary, giving the children the opportunity to reason and understand mathematical links that lead to a mastery of the curriculum.

In line with the National Curriculum, we aim 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 have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **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 non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

In the Early Years Foundation Stage, Number and Shape, Space and Measure concepts are taught through focused teacher input and child-initiated play in the areas of provision.

In Key Stage 1 and 2, the mathematics programmes of study are organised into distinct areas including number, measurement, geometry, statistics (Y2 upwards), Ratio and proportion (Y6) and Algebra (Y6). However, all pupils are encouraged to make rich connections across these mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. Pupils are given a wide range of opportunities to apply their mathematical knowledge to science, history, geography and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace based on their academic year group. However, decisions about when to progress will always be based on each individual pupil's security of understanding and their readiness to progress to the next step in mathematical learning. Pupils who grasp concepts rapidly are challenged through being offered rich and sophisticated problems to apply their mathematical skills and knowledge before moving on to new content. Children who may require more time and consolidation to become sufficiently fluent with mathematical knowledge and skills are supported in solidifying their understanding.

Mathematics is taught daily throughout the school and where possible, cross-curricular links are made to the overarching theme in each class or Key Stage. In each daily session, children may be taught in a combination of ways ranging from whole class, in small groups, pairs or individually. Pupils may work independently or with support. This support may be from a teacher, a teaching assistant or in other forms such as through peer support or the use of a range of practical resources to support learning. In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children to ensure progression in skills and knowledge for each individual child. The organisation of teaching and the range of learning activities used in every mathematics session are carefully planned and structured to ensure the challenge of the task is carefully matched to the ability and needs of each child.

Every lesson counts. Every interaction matters. Every day is vital.



*Growing and learning together and aiming to be the best that we can be,  
in an environment based on Christian values.'*

## Curriculum Policy

Pupils have the opportunity to use a wide range of resources such as number lines, number squares, Dienes blocks, Numicon and other small apparatus to support their work and we encourage children to ask, as well as answer, mathematical questions. Both teacher and children use computing in mathematics lessons where it will enhance their learning, and to assist with modelling ideas and methods. Wherever possible, we encourage the children to use and apply their learning in everyday situations.

The National Curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically. Pupils will be taught to use a range of high quality mathematical language to build up a comprehensive bank of mathematical vocabulary, which enables them to accurately articulate their mathematical thinking, justify an answer or discuss a mathematical problem.

### Science

Science in primary schools should provide 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 the 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.

In our teaching of science, we are working towards developing attitudes which promote a scientific way of thinking such as curiosity, open-mindedness, relying on evidence and independence in thought as well as learning the fundamentals of each topic area. Children should be able to see how lessons are linked to one another with references made to prior and future learning. It is also important to demonstrate how science is relevant to the children and their lifestyles through science capital.

### Working Scientifically

Scientific enquiry is taught through the following three areas of Science. Pupils are taught to create scientific questions, plan ways to test their ideas, carry out investigations, present results appropriately and draw conclusions.

### Biology

Topics in this area include: life processes, humans and other animals, plants, variation and classification, and living things and their habitats.

### Chemistry

Topics in this area include: properties of materials and states of matter.

### Physics

Topics in this area include: electricity, forces and motion, light and sound and the earth and space.

We use a wide range of resources to teach Science. We aim to provide children with a first-hand experience of many topics and to carry out practical investigations. The school has links with Fulford School and has the added benefit of both the STEM centre and the University of York on its





*Growing and learning together and aiming to be the best that we can be,  
in an environment based on Christian values.'*

## Curriculum Policy

doorstep. We hope to foster community links with both our parent body and local businesses. The school adopts a topic-based approach to its curriculum but science is often taught as stand alone lessons which we feel is more beneficial and effective at developing enquiry-based skills. The curriculum is designed to be very practical, encouraging children to work scientifically and reflecting our pupil voice responses.

### Computing

#### EYFS

Pupils in EYFS explore and identify the uses of everyday technology and use information, communication, technology and programmable toys to support their learning.

**In both Key Stages 1 and 2, pupils cover the 3 main aspects of the Computing curriculum:**

#### Computer Science

Using computers to solve problems and enable children to become creators of digital content; understanding the term algorithm; programming and coding to create Apps and checking programs for errors - debugging; understanding computer networks and how internet search results are presented.

#### Information Technology

Using a variety of technology purposefully to create, organise, store, manipulate and retrieve digital content. By gaining knowledge of the components of a computer and the combination of software alongside hardware to accomplish given goals.

#### Digital Literacy

Recognising the common uses of IT beyond school and understanding the opportunities networks offer for communication and collaboration. Reviewing, modifying and evaluating work as it progresses whilst making decisions about which software to use for the best results.

Across each year group E-Safety is taught each term. Children build upon previous knowledge to ensure they are aware of how to circumnavigate the internet. At the same time, they learn about the importance of parental control, and are given guidance on sharing information and how to access appropriate content.

We aim to provide cross-curricular links and opportunities to broaden the children's experiences of computing in school.

### History

The History curriculum aims to inspire pupils' curiosity to know more about the past and is designed to ensure that children gain a comprehensive knowledge and understanding of Britain's past and that of the wider world. Key skills involve: asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement. To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological Understanding; Range and Depth of Historical Knowledge; Interpreting History; and Historical Enquiry are all mapped out to ensure that pupils build on secure prior knowledge. When covering each of these strands, the content is carefully organised by each year group or phase through a long term plan.



*Growing and learning together and aiming to be the best that we can be,  
in an environment based on Christian values.'*

## Curriculum Policy

History is delivered through subject specific teaching organised into blocks under a theme but meaningful links with other subjects, such as English, are made, where appropriate, to strengthen connections and understanding for pupils.

In EYFS, children talk about past and present events in their own lives and lives of family members and other people they know. They learn about special times and traditions. They also use stories and nursery rhymes to help them comment and compare things from the past.

In Key Stage 1 pupils are taught about changes within living memory, including changes in national life, great events beyond living memory that are significant nationally or globally (for example, The Gunpowder Plot, Great Fire of London, Neil Armstrong and the Moon landing) and the lives of significant individuals (for example, Florence Nightingale and Mary Seacole) and significant historical events, people and places in their own locality (for example, history of the railway).

At KS2, our History curriculum is set out in chronological order to allow children to reference the previous events in time and refer to this prior learning year-on-year and also within the year. In this way, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history. In lower Key Stage 2, pupils are taught about changes in Britain from the Stone Age to the Iron Age, followed by the Roman Empire and its impact on Britain. At upper Key Stage 2 pupils are taught about Britain's settlement by the Anglo-Saxons and the Viking period and comparisons are made with the Maya from the same time period. Children also study Victorian Britain and World War 2 and are able to make connections and links with their past learning.

### Geography

Through our Geography curriculum, we aim to inspire a curiosity and fascination with the world and its inhabitants, covering aspects of places, people, resources and natural and human environments together with key physical and human processes. As pupils progress they should acquire knowledge and understanding of the interaction between the physical and human processes and how landscapes and environments are used.

The teaching of Geography is integrated into other curriculum subjects through the half termly thematic approach. Geography is taught in the Foundation stage through 'Knowledge and Understanding of the World'. All objectives will be covered following the long term plan which will allow for progression of key skills leading to greater knowledge and understanding of our world.

All pupils will develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics.

In EYFS, children find out about and identify features in the place where they live and the natural world. They talk about features of their own environments and compare them with different environments. Locational knowledge and place knowledge progresses from naming the seven continents and oceans, UK countries and seas in KS1 to naming cities and counties of the UK and major cities around the world in KS2.

Basic geographical language for human and physical geography is used in KS1 referencing islands, coasts and villages, with progression in KS2 to include such examples as land use, physical geography of the water cycle and volcanoes, climatic zones and environmental issues.



*Growing and learning together and aiming to be the best that we can be,  
in an environment based on Christian values.'*

## **Curriculum Policy**

All key stages are encouraged to use and interrogate atlases, digital maps, paper maps, aerial photographs, and practical fieldwork and observational skills to build up their knowledge of the UK and wider world.

Through the geography curriculum and some whole school assemblies, we also aim to increase knowledge and pupil questioning around the subjects of sustainability, the environment and 'awe and wonder' of the natural world.

### **Physical Education (PE)**

The P.E. curriculum is based on the National Curriculum requirements. We follow the PE Hub scheme throughout the school from EYFS to Y6.

In EYFS, children develop control and coordination, moving confidently in a range of ways, safely negotiating space in dance, gymnastics and games.

In KS1 children will build the core skills of agility, balance and coordination through the delivery of games, athletics, dance and gymnastics.

In lower KS2 children will continue to build on these foundation skills in dance, gymnastics, athletics, games and OAA. Year 4 children will also be given the opportunity to attend swimming lessons and we provide catch up swimming to children in Y5 and 6 who have not met NC standards at the end of Year 4.

In upper KS2 children will apply these skills into dance, gymnastics, athletics, games and OAA. Year 5 children are also given the opportunity to take part in an OAA residential.

Our focus games for the school showing a clear progression of skills are netball, tennis, rounders, cricket and hockey. The children are also exposed to other games through extra-curricular provision. We focus on raising activity levels within lessons and developing children's resilience.

Where appropriate, P.E. will be integrated into other curriculum subjects and help to form part of class themes and topics.

Children are taught to develop respect for their own achievements and those of others, learning how to offer and accept constructive feedback/praise/criticism.

Various teaching methods and styles will be used, taking into account the needs of the children in a particular class and identifying ways in which ideas might be taught.

All effort will be made to think about children's differences concerning physical activity (such as height, physique, mobility, strength, skill, rates of learning, confidence and fear).

Children with special needs will have targeted support given (as part of a differentiated lesson) which is appropriate to their level of ability in accordance with the school's Special Needs Policy.

### **Religious Education (RE)**

As a church school, we place great importance on the teaching of R.E and its wider impact on our lives. Through its teaching we develop a positive attitude towards others, regardless of their gender, race or religion, to help us to live harmoniously within a diverse society.

Our Christian values are embedded in RE teaching and are placed within a wider, multi-faith context. We use the York SACRE syllabus as a basic framework for teaching and this is supplemented by further material, such as Understanding Christianity.

Every lesson counts. Every interaction matters. Every day is vital.



*Growing and learning together and aiming to be the best that we can be,  
in an environment based on Christian values.'*

## Curriculum Policy

Our RE curriculum aims:-

- to develop pupils' knowledge and understanding of Christianity and the other principal world religions and worldviews represented in Great Britain and in the wider world
- to contribute to the understanding and interpretation of beliefs and values
- to provide pupils with opportunities to reflect on their own experiences of life
- to explore issues within and between faiths and to help them understand and respect religions, beliefs, values and traditions
- to develop pupils' sense of identity and belonging and to prepare them for life as citizens in a multicultural society

Parents have the right to withdraw their children from Religious Education teaching under the 1996 Education Act.

### French

All pupils in Key Stage 2 learn French. The children are taught in weekly sessions, with class teachers reinforcing learning outside of lessons, where possible. Primarily, we aim to introduce children to French in a way that is enjoyable and fun, whilst also fostering and promoting an interest in future language learning. Children are encouraged to be inquisitive about language and develop an interest in cultures other than their own. French lessons are purposeful and creative, providing an appropriate balance of spoken and written French, supported through the use of songs and games. We want our children to speak in French with confidence and enthusiasm.

We follow the The Planit scheme of work, to ensure progression in French throughout KS2, complemented by a range of online and in school resources. This provides all staff with a purposeful scaffold, which is adapted to meet the needs of our own children. Videos and sound bites of native French speakers are incorporated into all lessons.

In EYFS and KS1, children learn words, simple songs and games from different countries. This is in addition to the introduction of some key French vocabulary e.g. colours and numbers, which build a foundation for further learning in KS2. Specific actions to songs and rhymes are used throughout the school to ensure consistency and a variety of techniques are used to allow all children to actively engage in lessons. We hope this will foster a positive attitude to the learning of another language and create a 'safe' environment where children feel confident to 'have a go'.

### Music

In EYFS, children learn to sing songs, make music and dance. They represent their own ideas and feelings through exploring and composing with percussion instruments.

Pupils in both Key Stages 1 and 2 cover the 4 main aspects of the Model Music Curriculum through their topics, discrete subject lessons, assemblies and performances:

Singing (developing a controlled and accurate singing voice, which can be utilised for performances in a variety of songs)

Performing skills (controlling sounds through playing and singing)

Composing skills (creating and developing musical ideas)

Listening skills (listening and applying knowledge and understanding)



*Growing and learning together and aiming to be the best that we can be,  
in an environment based on Christian values.'*

## Curriculum Policy

We use Charanga for our whole school music scheme, as well as specialist-teacher knowledge through Wider Opportunities, whole-class instrumental tuition. Teachers will be flexible and may dip in and out of extra songs and resources to enrich the music curriculum.

### Music in Collective Worship:

In addition to musical activities taught as part of topics, our pupils experience singing and listening to music on a daily basis in Collective Worship. This ensures that pupils cover key aspects of singing such as breathing, dynamics, diction and posture; they listen to music from a range of cultures and musical periods, learning about the piece, the genre and performing actions which respond to the pulse and character of the music.

### Enrichment opportunities:

Regular opportunities to experience enrichment activities such as music workshops and performances also enhance children's musical experiences. Live Arts and Music Education Group activities provide additional opportunities for experienced musicians to work across the school. Opportunities to take part in whole-school events such as concerts and plays give pupils the opportunity to develop performance skills. Extra-curricular activities and access to peripatetic music lessons with specialist tutors also enable pupils to further their personal interests and develop their unique talents. Local and regional performance events provide pupils with other opportunities to take part in live music performances to showcase their skills.

### **Art & Design**

Art and Design stimulates creativity and imagination. At Dunnington CE Primary, our Art is not just taught in a designated lesson but, wherever appropriate, we link it to our topics and to our KS2 English as a starter to our Writing Projects.

The natural environment that our school is set in, provides great stimuli and the pupils are often taken outside to draw in the natural light. In KS1, we celebrate and recognise the work children bring into school from home, displayed in the Homework Celebration corridor.

In EYFS children explore and experiment their ideas using different materials, tools and techniques, investigating with colour, design, texture, form and pattern.

The National Curriculum outlines four main aspects for both KS1 and KS2:

- 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

Children work both independently and with others on projects and self-evaluation of work is encouraged and shared. Children develop and explore their ideas mainly through drawing, painting, sculpture, textiles, collage and printing. Through studies of Artists, British and International, children develop a wide range of art and design techniques and processes and learn to use media and materials in different and original ways. They also explore the impact Art has had on contemporary life and on different periods and cultures.

Every lesson counts. Every interaction matters. Every day is vital.



*Growing and learning together and aiming to be the best that we can be,  
in an environment based on Christian values.'*

## Curriculum Policy

### Design Technology (DT)

In the EYFS curriculum, children explore design, form and function. They use simple tools and techniques to shape and assemble materials and construct with a purpose in mind.

Pupils in KS1 and KS2 cover the main aspects of the DT curriculum as part of a two-year topic cycle. Pupils in Key Stage One learn DT skills through a topic-based approach that is designed to include the interests of the pupils. In Key Stage Two discrete lessons are often focused around mini-topics and blocked themes.

The National Curriculum outlines four main aspects for both KS1 and KS2:

- 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.

All our DT lessons are structured around the three main processes: Design, Make and Evaluate and develop children's skills in technical knowledge and cooking and nutrition.

Design - Children research to generate designs and develop planning and models. Their ideas are then communicated further through discussion, annotated sketches, diagrams, prototypes, pattern pieces and where possible, computer-aided-design supports (CAD).

Make - Children select from and use a wider range of tools and equipment to perform practical tasks such as; cutting, shaping, joining and finishing accurately to make quality products that show functional and aesthetic qualities.

Evaluate - Children evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. They also apply the evaluating processes to products made by other people in-order to understand the impact of key inventors and innovators on our world.

Technical Knowledge - Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures. They understand and use mechanical systems in their products such as; gears, pulleys, cams, levers and linkages and they understand and use electrical systems in their products such as; series circuits incorporating switches, bulbs, buzzers and motors.

Cooking and Nutrition - Children understand the need for a healthy and varied diet and how to make and cook a variety of dishes using a range of cooking techniques. They understand seasonality, where and how ingredients are grown, reared, caught and processed.

### Personal, Social, Health, Relationships and Sex Education

At Dunnington CE Primary School, we teach Personal, Social, Health Education (PSHE) and Relationships and Sex Education (RSE) as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.



*Growing and learning together and aiming to be the best that we can be,  
in an environment based on Christian values.'*

## Curriculum Policy

We value PSHE and RSE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the **statutory** Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported. For further details, refer to PSHE (Personal, Social, Health Education) Policy (including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

### Sex Education

The governors of Dunnington Church of England Primary School have decided that sex education will be part of the curriculum. Primary School Governors are legally required to decide whether or not sex education should be provided in their school, and if so, what form it should take.

At Dunnington CE Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit)

Year 4, Lesson 2 (Having a baby))

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right by curriculum newsletter before the Changing Me Puzzle is taught.