

ST. MICHAEL'S CHURCH SCHOOL
CURRICULUM POLICY



*St. Michael's
Church School*

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Policy Review Schedule

Version	Author	Summary	Review Date	Next Review
1.0	H Daulton	New Policy	July 2019	July 2020
1.1	H Daulton	Minor Amends	May 2020	May 2021
1.2	H Daulton	No Changes	July 2021	July 2023
1.3	H Daulton	Minor Amends	June 2023	June 2025

1. Aims

- To provide a broad and balanced education for all pupils
- To enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- To support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- Encourage empowering partnerships between all learners in the school (pupils and staff)
- Ensure the statutory entitlement of every pupil to a balanced provision of all subjects within the National Curriculum is met
- Facilitate children's acquisition of ideas, knowledge, skills, mind-sets and qualities of character, which will help them to develop intellectually, emotionally, socially, physically and morally
- Grow an 'Inspirational Learning Community' amongst both pupils and adults through the way the curriculum is developed, enhanced and celebrated

2. Vision and Values

Our vision for the school is to 'Be the Best that we can be' linked to the Biblical reference from Colossians 3:23 Good News Translation (GNT)

"Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people."

We directly link our vision to ten values that have been agreed upon by the whole school community, following consultation, including pupils, parents, teachers and governors.

These include: Respect, Faith, Compassion, Happiness, Excellence, Friendship, Perseverance, Resilience, Responsibility and Honesty. They have been incorporated into our school logo for display purposes. They can be seen throughout the school, both in classrooms and shared spaces.

These values translate into our three school rules:

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- Always be the very best person that you can be
- Always show respect for others
- Always show respect for our school building and resources



3. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to

curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#). Please see the EYFS Policy for more information.

4. Roles and responsibilities

4.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

4.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

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- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

4.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. These staff include subject leaders (See Appendix A) who are responsible for ensuring their subject area is taught in line to offer progression across each year group and the school. Subject leaders are given time out of class each term to fulfil their monitoring and implementation.

5. Organisation and planning

- St Michael's Church School Curriculum has been designed with high quality literature at the core of each topic.
- At St. Michael's, teachers plan experiences both in and out of the locality, to provide children with life skills and a balanced understanding of the world around them.
- Staff plan a curriculum that comes alive and provides children with hands on, meaningful experiences with high impact on learning.
- At St. Michael's, PSED and spirituality underpins much of what we do. We recognise that the personal development of the children – spiritually, morally, socially and culturally – plays a significant role in their ability to learn, and to grow into well rounded members of society.
- British values is embedded throughout the curriculum, with a high focus on democracy, mutual respect, tolerance and rule of law. At St Michael's Church School we ensure all children are listened to by adults and feel their voice is heard. We teach children the skills for listening and the importance of respect for one another through our school rules
- Career aspirations- We look to introduce and promote a wide range of job and career aspirations to our pupils through visitors and talks regarding future potential careers

and through the application and interview process for areas of responsibility across the school, particularly in Year 5 and 6.

- Teachers ensure that short, medium and long-term planning is meaningful and relevant to curriculum coverage. Short term planning relevant to each year group/ages and stages and reflects knowledge and support that is meaningful to the teachers.
- Resources are stored across the school in named, organised spaces. Orders are placed annually to ensure that curriculum needs are met.

See our EYFS policy for information on how our Early Years curriculum is delivered.

5.2 Our Curriculum:

Maths: Our aim is to teach Maths in a way that:

- Delivers Maths in line with new National Curriculum guidelines
- Promotes the concept that acquiring mathematical knowledge and skills provides the foundation for understanding the world
- Develops mental strategies
- Encourages children to use mathematical vocabulary to reason and explain
- Ensures that children are secure in their understanding of number and number relationships
- Enables children to learn mathematical concepts in a lively, exciting and stimulating environment
- Links mathematics to other areas of the curriculum.

We encourage our pupils to explore, discover, analyse and apply mathematics through a variety of teaching techniques and strategies, which utilise all modes of learning, including integrating maths across the curriculum.

English: At St Michael's, we believe that English should be at the very heart of our curriculum as literacy and communication are key skills in life.

Our book centred approach to our thematic curriculum provides a strong basis for our themes of learning and encourages our children to enjoy literature and its rich variety.

Together, we aim to deliver an inspiring English curriculum through lessons, which encourage pupils to read and write with confidence, fluency and understanding and have an interest in words and their meanings and a growing vocabulary. We endeavour to nurture a love of literature and language, and instil children with the confidence to continue reading and writing throughout their lives.

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Religious Education: We follow the Peterborough Agreed Syllabus for RE with support and guidance from the Diocese of Ely.

Religious Education is central to everything we do and we plan our curriculum so that we can take every opportunity to view, with awe, the wonders of all elements of God's world.

Christianity is taught alongside five other major world faiths including Hinduism, Islam, Judaism, Buddhism and Sikhism. Education is not about trying to convert young people towards or indeed away from any particular religion. Instead, we believe that as parents and teachers we have a duty to open minds to our ever diversifying communities with the sole aim of helping children to develop an understanding of both their own opinions, faith and values and those of others around them.

We are blessed to have many different faiths and cultures represented within our school community and are proud of the mutual respect and understanding that is evident in school every day.

Science: Science is a subject that stimulates children's curiosity about the world around them. It allows children of all ages to interact with first hand experiences, which are vital in developing their knowledge and understanding of science and its effects on the world.

At St Michael's Church School, we provide a curriculum that supports and challenges every child whatever their starting point in Science. We aim to encourage children to become inquisitive, independent learners who are able to use their scientific knowledge, making systematic, precise observations and measurements whilst reflecting on, and evaluating their results.

Science is sometimes taught as part of a much wider topic so that it can be seen to be applicable in a wider context. However, there are many times when science will be taught on its own, because this is the best way for your child.

Geography: At St Michael's our Geography education aims to inspire pupils to be curious and fascinated about the world and the people who live in it.

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.

Children will learn through real-life experiences, exciting theme days and engage with the local community and the surrounding area to develop their geographical knowledge.

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History: At St Michael's, our History education will help pupils gain a coherent and chronological knowledge and understanding of Britain's past and that of the wider world.

Teaching should inspire pupils' curiosity to know more about the past and ask questions to broaden their historical understanding.

As pupils progress, their growing knowledge about the historical world should help them to deepen their understanding of significant historical people and their influences on places and the local area.

Children will learn through real-life experiences, exciting theme days and engage with local organisations and heritage sites to develop their historical knowledge.

Art and Design: At St. Michael's Church School we aim to provide children with an art and design education that engages, inspires and challenges them. We want to allow children the chance to design, explore, invent and create individual pieces of art. Children are taught to critically evaluate and improve their work. As the children progress through school, they will learn about great artists, craft makers and designers and will understand the history and cultural development of their art form.

Design Technology: At St. Michael's Church School, we want children to use their creativity and imaginations to design and make products which solve problems in a variety of contexts. Design and Technology is a subject which lends itself to being cross-curricular and we want children to be able to draw upon their broad subject knowledge in order to become resourceful, innovative, enterprising and capable citizens who are able to take risks with their designs. Children will also understand and apply the principles of nutrition and learn how to cook safely in our children's kitchen.

Computing: At St Michael's Church School, we teach computing skills in line with the revised National Curriculum. In today's world; technology is developing rapidly and has the ability to change and enhance our lives. To ensure we are teaching our pupils skills that are relevant to this fast-paced evolution; we use a skill-based curriculum to ensure they can adapt what they have learnt to new technologies. Online Safety underpins the Curriculum teaching of Computing

Physical Education: At St Michael's we strive to be as active as possible, whether that be during our learning day, lunchtime clubs, afterschool clubs, or even promoting outside of school clubs. To achieve this, we have a variety of extra-curricular clubs such as: hockey,

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gymnastics (KS1 and KS2) and basketball, alongside table tennis, dance and football. We feel that this selection of clubs provides an opportunity for all children to be involved in a variety of sports focusing on different skills.

We ensure that all the sport the children participate in is engaging, fun and demonstrates progression. A subject overview can be seen on our website. The children access a range of sports throughout their lessons, and we have a designated sports coach in school. We use PE Passport to support the teaching of PE and teachers use this programme to log achievements and progression within lessons.

PSHCE: (Personal, Social, Health and Citizenship Education) As part of a whole school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

At St Michael's, we teach PSHCE in a variety of ways: as a discrete subject, via assemblies and through other subjects such as RE, History, Geography, Literacy, Mathematics and Science, as well as through outdoor educational visits, community work and activities. St Michael's Church School is subscribed to the Cambridgeshire PSE programme. The programme covers all necessary strands for each year group and these are planned for across the academic year to ensure children have a well-rounded PSHE education. The overall aim is to develop the children's ability to take responsibility for themselves

Alongside this, we also spend time discussing the importance of online safety during PSHE sessions with children, at a level that is appropriate to them. This will also be covered as part of their ICT sessions.

Music: At St. Michael's, we believe that all children should be inspired by music and that every pupil has the right to a high quality music education. We recognise that good quality music education contributes considerable musical and non-musical benefits to pupils, parents and wider communities. We aim for children to develop a love of music, developing intrinsic musical skill, knowledge and understanding.

In addition, music encourages and assists thinking skills such as information processing, reasoning, enquiring and evaluation. Music offers opportunities to develop attitudes and attributes that enhance life skills and that can also support learning in other subject areas e.g. listening, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and empathy towards each other.

We ensure that pupils from all backgrounds enjoy sustained opportunities through regular classroom work and that music-making is for all abilities. This is complemented by additional tuition, partnerships and extracurricular activities on offer to children each year.

Modern Foreign Languages: At St Michael's, we aim to give our children a good grounding in how to communicate using a foreign language and we also set out to inspire them to have a real curiosity for other cultures in the world around us.

We do this through providing French lessons that spark enthusiasm for France, French culture and language learning in general. We learn through a combination of conversation and singing to help embed new vocabulary.

Wherever possible, we also link our language learning to other curriculum areas, helping to provide a geographical and cultural context to what is being taught.

For learning to be most effective, it is important to back it up with the provision of real-life experiences for the children. Giving children the opportunity to apply their learning through interacting with native French speakers- either in the form of visitors to the school or by writing to children in a francophone country- is an important way of building confidence and sparking a passion for learning French.

6. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds including Pupil Premium children.
- Pupils with SEND
- Pupils with English as an additional language (EAL)
- Pupils with medical needs, such as hearing impairments and visual needs.

Teachers will plan lessons so that pupils with SEND, including those with an EHCP can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Assessments are in place to establish understanding of levels in which children are working at to enable children to then make good progress.

Further information can be found in our statement of equality information and objectives, and in our SEND policy, the Local Offer and information report.

7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governors meetings being held in school on a termly basis.
- All governors are assigned curriculum areas to monitor.
- Governors are allocated time to work alongside Subject Leaders to monitor delivery, planning, progression and subject developments.

Subject Leaders monitor the way their subject is taught throughout the school by:

- Allocated time to complete monitoring each Term
- Planning and work scrutiny.
- Gathering Pupil Voice feedback
- Working with staff to gain knowledge of the subject area- training needed
resources needed
progression across year groups
- Feeding into the school development plan with rigorous targets and monitoring each term.

Subject Leaders have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by SLT and each review will be shared with the Governing board. At every review, the policy will be shared with the full governing board.

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- SEN policy and information report
- Teaching and Learning Policy
- RE Curriculum Policy

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Appendix A

Subject Leaders 2021-2022

Subject	Leader
English	Amy Rawding Rachel Lammas (Writing) Haleema Hussain (Spelling)
Mathematics	Richard Balaam Rahat Jamil Rachel Lammas
Science- KS1	Ellie McMullon
Science- KS2	Sam Copeland
Computing	Rachel Crossley David Sinclair
PSHE	Sophie Wenden
PE	Ellie McMullon Sam Copeland Steven Nuzzo
Phonics	Corinne Dibden Simon Owen
RE, SMSC & British Values	Jemma Coulson
Geography	David Sinclair
History	Haleema Hussain
Music	Rob Little
Art & DT	Kim Benson Claire Davison
MFL (French) and EAL Learners	Nessa Daynes Rahat Jamil
Forest School	Michael Cruddace
School Council	Haleema Hussain

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Eco Committee	Sam Copeland Ellie McMullon
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New Teacher Induction	
Induction Lead	Kim Benson
ECT Mentors	Ellie McMullon David Sinclair Haleema Hussain