



# Curriculum Policy

**Last reviewed:** November 2018 **Next review date:** November 2022 / **Review cycle:** 4 years

## Updates since last version:

Section title	Change

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## **Introduction**

The National Curriculum sets out what children should be taught and schools may choose how they organise their school curriculum to cover the programmes of study. Children in their reception year follow the Foundation Stage.

We aim to provide the children with a curriculum which is broad, well balanced and above all stimulates the children to learn. In addition to acquiring skills and knowledge we aim to help the children to grow in confidence and maturity so that they can enter middle school, and later, adulthood with the ability to pursue wholeheartedly, academic social and cultural activities.

We deliver programmes of study that meet the National Curriculum requirements issued by the DfE. This National Curriculum is comprised of three core subjects; English, mathematics, science and foundation subjects, history, geography, design and technology, art, music, physical education (PE), computing, modern foreign language (in KS2) and religious education;

The teaching of religious education is statutory in all schools. It is taught as a subject outside the National Curriculum and follows the Thurrock agreed Syllabus for Key Stage One and Key Stage Two and follows the SACRE scheme

We place great emphasis on maths and English as these underpin many of the other aspects of the taught curriculum. Both maths and English are taught in line with the new National Curriculum introduced in September 2014. To enable children to see the relevance of these frameworks, and engage them fully in the learning process, opportunities are regularly sought to apply many of the skills to real life situations.

Whilst the core subjects are taught on a regular basis the foundation subjects may be taught as blocks of work over a matter of weeks. This programme is regularly reviewed to ensure compatibility with new directives or to make necessary improvements to the existing programme of work. The new National Curriculum was introduced in September 2014.

At Arthur Bugler we seek to create opportunities for children to experience and excel in a range of activities that enhance and extend the National Curriculum. Children have opportunities both inside and outside the classroom eg sporting events, visiting speakers, trips and much more. We also have an excellent range of after school clubs.

## **Role of the Subject leaders**

### **Aim of the Responsibility**

- To promote all children's achievement in your subject through good/outstanding practice reflected in the school policy.
- The role will focus on good/outstanding management, planning, leadership, professional development, monitoring and evaluation of the teaching of and children's achievement in your subject.

### **Management**

- To maintain the focus on children's achievement in your subject.
- To ensure that curriculum planning for your subject is thorough and covers all aspects of the subject within the context of the school's long term plan.
- To ensure curriculum planning is in line with national expectations for outcomes expected by HA and AA pupils.
- To provide clear documentation which will state policy clearly and concisely, giving clear advice.
- To ensure the best affordable resources are bought – evaluating the impact of these.

### **Leadership**

- To give clear advice and support to staff and maintain the focus on children's achievement.
- To establish and maintain a policy for your subject which is a true reflection of classroom practice.
- To cater for teachers' differing needs for professional development.

### **Monitoring and Evaluation**

To gather observations and evidence to determine the extent to which practice is represented by written policy.

- To regularly determine whether the policy in practice is achieving what is desired in your subject.

## Objectives

### Maths

#### Key stage 1 and 2

##### Using and applying mathematics

Our objectives in developing the children's ability to use and apply mathematics will be to:

- Use maths in everyday contexts, so that the children can see the relevance of maths in the wider world.
- Encourage children to transfer skills from the classroom.
- Solve problems by using existing knowledge from the other strands of maths and be able to discuss their method and findings.
- Develop children's ability to select appropriate processes to solve problems.
- Ensure that children have developed an understanding of technical mathematical vocabulary and everyday terms.
- To develop and investigative techniques such as: the ability to predict, the ability to apply tests, the ability to look for patterns and the ability to generalise.

##### Number

As the largest area of mathematics, number has been categorised into the following sections.

##### Counting and understanding number

Our objectives in developing the children's ability in counting and understanding number will be to:

- Ensure that children have an understanding of the sequencing of numbers.
- Ensure that children are able to state the value of any given number.
- Enable children to count on or back from any given number in any given amount.

##### Knowing and using number facts

Our objectives in developing the children's ability in knowing and using number facts will be to:

- To develop children's awareness of key facts about numbers and digits, for example, being able to identify prime numbers.
- To give children the ability to transfer knowledge of number facts into different problems, or situations.
- Develop children's understanding of key terms linked to number.

##### Calculating

Our objectives in developing the children's ability in calculating will be to:

- Give children an understanding of the four rules of number.
- Enable children to know when to use each rule of number.
- Ensure that they know that there is more than one method to answer a question.
- Allow children to be able to show their method clearly.
- Check to make sure that the children can be able to check their work for errors.
- Give children a range of methods to answer calculation questions, appropriate to their year group and ability.
- Extend children's understanding of the relationship between the four rules of number.
- Develop children's ability to know and recognise mathematical symbols linked to number.

## **Shape, Space and Measures**

### **Understanding shape**

Our objectives in developing the children's ability in understanding shape will be to:

- Develop the children's ability to recognise, sort and describe 2D and 3D shapes using appropriate terminology.
- Enable the children to construct 2D and 3D shapes with increasing accuracy.
- Enable the children to recognise rotational and reflexive symmetry.
- Enable the children to recognise, describe and carry out simple transformations in order to create patterns.
- Enable the children to recognise, construct and measure angles and understand their properties.
- Develop the children's understanding and use of coordinates in all four quadrants.

### **Measuring**

Our objectives in developing the children's ability in measuring will be to:

- Enable children to select either standard or arbitrary methods for measuring.
- To be able to use language to compare measures (larger, smaller, wider, taller)
- Enable the children to recognise and to use standard units for measuring, to use them with increasing accuracy and to understand the way the different units relate to one another.
- Enable the children to select appropriate measuring instruments for particular tasks, and to use them with increasing accuracy and confidence.
- Encourage the children to make sensible estimates of measure in everyday situations.
- Enable the children to read and measure time.
- Develop the children's ability to accurately calculate the area of surfaces and the volume of spaces.
- Compare units of measure accurately.

### **Handling Data**

Our objectives in developing the children's ability in handling data will be to:

- Enable the children to develop methods of sorting sets of objects according to their attributes, to describe the criteria for selection clearly and to record the information pictorially or diagrammatically.
- Enable the children to collect and record statistical data from everyday life situations, to interpret and analyse the data and to record the findings using graphs and diagrams.
- Develop the children's understanding of averages, to calculate averages and use them effectively in their work.
- Enable the children to use the computer to store data or information, and to know how to extract or represent data as required.
- Develop the children's knowledge and understanding of probability and of its associated language.
- Enable children to recognise and estimate degrees of certainty in relation to the concept of probability.
- Develop an understanding of mathematical language associated with data handling, such as mean, mode, median, range.
- Teach children how to find mean, mode, median and range from a set of data.

### **Problem solving, reasoning and maths**

Our objectives in developing the children's ability in problem solving, reasoning and maths will be to:

- Understand what the question is asking
- Select an appropriate method to solve the problem
- Select appropriate apparatus to solve the problem

- Record their findings accurately
- Draw conclusions from patterns in their findings
- Make reasonable assumptions and predictions as a result of their findings.
- Use skills of estimating and prediction to check to see if their results are ‘sensible’.

### **Early Years**

#### Objectives

In Early Years the planning objectives are taken from the Developmental Matters and Early Learning Goals documents.

#### Numbers

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

#### Shape, space and measures

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## **English**

These objectives, derived from the aims, will act as a guide in our decisions, when planning schemes of work and medium term plans. We will use cross-curricular links wherever possible and planning will be in accordance with *Developmental Matters* and the *National Curriculum*.

## **Science**

All year groups are following the 2014 National Curriculum, topics are as below:

Year 1	Biology - Plants	Biology - Animals including humans	Chemistry - Everyday materials	Physics - Seasonal changes	
Year 2	Biology - Plants	Biology - Living things and their habitats	Biology - Animals including humans	Chemistry - Everyday uses of materials	
Year 3	Biology - Plants	Biology - Animals including humans	Chemistry - Rocks	Physics - Light	Physics - Forces and Magnets
Year 4	Biology - Living things and their habitats	Biology - Animals including humans	Chemistry - States of matter	Physics - Sounds	Physics - Electricity
Year 5	Biology - Living things and their habitats	Biology - Animals including humans	Chemistry - Changes and properties of materials	Physics - Earth and space	Physics - Forces
Year 6	Biology - Living things and their habitats	Biology - Animals including humans	Biology - Evolution and inheritance	Physics - Light	Physics - Electricity

The 'working scientifically' will be interwoven throughout all topics within science, giving pupils the opportunity to become scientists: to pose and investigate questions, to carry out investigations and collect results, to sort and classify objects using different criteria and to discuss and review the impact and findings of investigations.

Key Stage One (year one and two): During Key Stage one, pupils observe, explore and ask questions about living things, materials and the world around them. They begin to work together to collect evidence to help them answer questions, find patterns, classify and group objects, research using a variety of sources and carry out fair testing.

Pupils use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables. Science lessons in Key Stage one are either taught discretely or where possible connected to other curriculum areas. Pupils often use the outdoor areas in their science learning.

Key Stage Two (years three – six): Children are encouraged to extend the scientific questions that they ask and answer about the world around them. Pupils carry out a range of scientific enquiries including: observations over time, pattern seeking, classifying, grouping and researching using other sources (including computing resources). Children in Key Stage Two learn to plan science investigations by only changing one variable to make it a fair test. Pupils in Key Stage two extend their scientific learning using the outdoor areas.

### **Early Years**

Within Early Years, pupils explore science topics through making predictions, using their senses and investigating materials and their properties. Science is taught through the strand of, 'Understanding the World'. Science teaching and learning is also linked to the other strands of The EYFS framework for learning, 2014.

Teachers and teaching assistants support pupils to develop a solid understanding of things occurring around them in their day-to-day lives. Children are encouraged to be creative and inquisitive as they participate in activities. Pupils are encouraged to use their natural inquisitiveness, while taking part in exploratory play in specific scientific areas as well as areas that link across the EYFS framework.

## Cornerstones Curriculum

At Arthur Bugler we follow the Cornerstones Curriculum. This is a creative approach to learning built on the criteria for an outstanding curriculum. It ensures that children learn in the most creative way and are involved in what they are learning. Cornerstones is based on the Four Cornerstones of Learning: **Engage**, **Develop**, **Innovate** and **Express**. These Cornerstones provide a consistent philosophy for learning throughout school. The Cornerstones Curriculum is based on the National Curriculum and brings learning together in new and exciting ways. Each project combines different strands of learning so that children learn more holistically and start to challenge themselves and learn problem solving skills as they create truly fantastic learning opportunities.

During the **Engage stage** children will :

- have memorable first-hand experiences - for example going on a visit outside the classroom or inviting a specialist visitor into the classroom
- have **WOW** experiences - Investigate and Discover
- be introduced in exciting ways to the new topic or theme
- begin initial research and set enquiry questions
- have lots of opportunity to make observations
- develop spoken language skills
- take part in sensory activities
- have a great deal of fun, allowing them to fully 'engage' with their new topic

During the **Develop stage** children will :-

- dig much deeper to develop their skills, knowledge and understanding of a topic across the curriculum
- practise their newfound skills
- compose, make, do, build, investigate, explore, write for different purposes, read across the curriculum
- research their own questions and those posed by others
- follow new pathways of enquiry based on their own interests
- complete homework activities that support their learning in school

During the **Innovate stage** children will :-

- apply previous skills, knowledge and understanding in real life contexts
- be challenged with real or imagined problems and situations to solve using knowledge and skills from the earlier stages
- be inspired with imaginative and creative opportunities
- have time to re-visit skills, knowledge and understanding not grasped during the develop stage
- have the opportunity to take on different roles

During the **Express stage** children will :-

- become the performers, the experts, the informers
- share their achievements with others in many different ways (parents, classmates and the community)
- evaluate finished products/processes
- tie learning back to the beginning

- celebrate their achievements

## Computing

Planning for Computing is implemented using two core documents: the National Curriculum Programme of Study for Computing and the Statutory Framework for Early Years Foundation Stage

Long term planning has been developed using the Switched on Computing units and demonstrates coverage and progression of the attainment expectations at the end of EYFS, Key Stage 1 and Key Stage 2. The curriculum will cover all aspects within the following strands: Computer Science (CS), Information technology (IT), Digital Literacy (DL) and how they are connected.

The computer science aspects of Computing are taught through Switched on Computing as well as through other programmes including Scratch, Purplemash and Kodu.

Online e-safety is developed through PSHE and within each Switched on Computing units.

Opportunities for technology as a tool to support learning and teaching in all areas are identified in curriculum planning. The key objectives for teaching and learning are as follows:

### **KS1 - CS**

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.

### **KS1 - IT**

Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.

### **KS1 - DL**

Use technology safely and respectfully, keeping personal information private.

Identify where to go for help and support when they have concerns about content or contact on the internet and other online technologies.

### **KS2 - CS**

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solving problems by decomposing them into smaller parts.

Use sequence, selection, and repetition in programs; working with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

### **KS2 - IT**

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

### **KS2 - DL**

Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; identifying a range of ways to report concerns about content and contact.

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

## Early Years

Pupils build confidence to use technology purposefully to support their learning for all Early Learning Goals as appropriate. Pupils in Foundation Stage class will have experiences using technology indoors, outdoors and through role play in both child-initiated and teacher-directed time. The Foundation Stage teacher uses Switched on ICT to plan for technology in a range of contexts as well as including technology within continuous provision planning. The children have the opportunity to use the laptops, digital cameras, voice

recorders and floor robots. Then, during the year, they gain confidence and start using the computer to find out information and to communicate in a variety of ways.

## **Geography**

### **Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

#### **Pupils should be taught to:**

##### **Location knowledge**

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Place knowledge
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

##### **Human and physical geography**

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

##### **Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### **Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant

human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

#### **Pupils should be taught to:**

##### **Location knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their

identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### **Place knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### **Human and physical geography**

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### **Early Years**

We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception class is part of the Early Years Foundation Stage, we plan opportunities based on Development Matters in the Early Years Foundation Stage (EYFS). The Development Matters statements for Geography can be mainly found in the EYFS Specific Area of 'Understanding the World'.

## **History**

### **Key Stage 1**

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory

- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

### **Key Stage 2**

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

### **Early Years**

History in the Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

## **RE**

In Arthur Bugler Primary School, we follow the Essex SACRE. 'It is a legal requirement for every Local

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Authority to convene a SACRE (Standing Advisory Council for Religious Education). The Essex SACRE, which meets once a term, comprises four statutory groups and co-opted members.

- Group A - representing non-Anglican Christian denominations and other religions and religious denominations.
- Group B - representing the Church of England.
- Group C - representing various teachers' associations.
- Group D - representing the Local Authority.

The Local Authority works with SACRE to monitor and review the provision of RE and collective worship, considering with SACRE any action that needs to be taken in respect of support offered to schools. SACRE produces an Agreed Syllabus which is reviewed every five years. SACRE also produces advice, particularly on methods of teaching, the choice of resources and the provision of training for teachers. Start date for implementation of this agreed syllabus: September 2015

• This agreed syllabus replaces RE Matters for Every Child (Essex County Council 2009) as the document setting out the statutory requirements for RE in many schools in Essex (see 'The provision of RE in different types of school' below).

This agreed syllabus must be implemented in full from September 2015.

• The fact that the new syllabus incorporates only minor modifications to the requirements of the previous syllabus means that this is a realistic start date.

Pupils' entitlement to RE in maintained schools:

- RE must be taught to all registered pupils, apart from the following: those withdrawn from all or part of RE by their parents (see below); students aged 18 or over who choose to withdraw themselves from all or part of RE; students aged 19 or over for whom further education is being provided at a school; children under compulsory school age.
- Parents can choose to withdraw their child(ren) wholly or partly from RE, and teachers have the right not to teach this subject.'

In Key Stage 1 children will explore the theme of 'Special People'. In exploring the theme of 'special people', learning and teaching will focus mainly on the suggestions for 'personal experience' and Christianity given below. Aspects of one or more other major world faiths will also need to be covered. Suggestions related to the theme of 'special people' are provided on the two pages after this one. In teaching about religious beliefs, it will also be important to share non-religious views where appropriate. The topics will look at themselves and what makes them special, festivals and celebrations, Christianity and Buddhism, Hinduism, Islam, Judaism or Sikhism.

Key Stage 1 will explore the theme of 'Special Stories'. In exploring the theme of 'special words and stories', learning and teaching will focus mainly on the suggestions for 'personal experience' and Christianity given below. Aspects of one or more other major world faiths will also need to be covered. Suggestions related to the theme of 'special words, stories and writings' are provided on the two pages after this one. In teaching about religious beliefs, it will also be important to share non-religious views where appropriate.

In Key Stage 1 children will explore 'Special Things in Nature'. In exploring the theme of 'special things in nature', learning and teaching will focus mainly on the suggestions for 'personal experience' and Christianity given below. Aspects of one or more other major world faiths will also need to be covered. Suggestions related to the theme of 'special things in nature' are provided on the page after this one. In teaching about religious beliefs, it will also be important to share non-religious views where appropriate.

Children will explore 'Special Symbols and Objects'. In exploring the theme of 'special symbols and objects', learning and teaching will focus mainly on the suggestions for 'personal experience' and Christianity given below. Aspects of one or more other major world faiths will also need to be covered. Suggestions related to the theme of 'special symbols and objects' are provided on the two pages after this one. In teaching about religious beliefs, it will also be important to share non-religious views where

appropriate.

Key Stage 1 children will look at 'Special Ways of Living'. In exploring the theme of 'special ways of living', learning and teaching will focus mainly on the suggestions for 'personal experience' and Christianity given below. Aspects of one or more other major world faiths will also need to be covered. Suggestions related to the theme of 'special ways of living' are provided on the two pages after this one. In teaching about religious beliefs, it will also be important to share non-religious views where appropriate.

As children move into Key Stage 2 their breadth of knowledge will develop. At Key Stage 2, pupils learn about Christianity, other principal religions and Humanism, recognising the impact of religion and belief on individuals and society locally, nationally and globally. They also develop awareness of the fact that many people's beliefs change in the light of their life experiences. This is done in a spirit of respect and open-mindedness, so that barriers, misunderstandings and prejudices are broken down while critical awareness is retained. Pupils make connections between different aspects of religion and consider various forms of religious expression, including the use of symbols. They consider some of the beliefs, teachings, practices and ways of life that are central to religion. In doing this, pupils go beyond the informative, engaging feelings and imagination so as to display a degree of empathy with different believers. They learn about sacred texts and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and belief systems. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They engage at a personal level with important life questions. They consider their own beliefs and values and those of others in the light of their learning in RE.

Pupils should be taught about:

Christianity: The law requires that the main emphasis of RE in schools should be on Christianity, this being the religion that has had the greatest influence on British history and culture. Schools are required to devote more time to the teaching of Christianity than to any other single religion and this is reflected in the amount of content specified for Christianity.

Buddhism Statutory content:

- The Buddha's life story: his quest to find an answer to the problem of suffering
- The Middle Way
- The Noble Eightfold Path
- Enlightenment and Nirvana/Nibbana
- The Buddha image
- Buddhist shrines
- Buddhist devotional practices, including meditation

Hinduism Statutory content:

Schools are not required by law to teach the example content in [square brackets].

- The concept of Brahman
- The Trimurti: Brahma (creator), Vishnu (preserver) and Shiva (destroyer)
- Reincarnation and the concepts of moksha (release from the cycle of reincarnation), dharma (duty to God and to others) and karma (the idea that actions have consequences for one's future rebirth)
- Other Hindu gods and goddesses: stories and festivals associated with them [for example, Ganesha, Krishna, Lakshmi]
- Hindu creation stories
- The AUM/OM symbol
- Features of the mandir (temple)
- Congregational puja (public worship in the mandir)
- The home shrine and puja in the home

Humanism:

Please note. An important component of RE is for all pupils to understand that valid systems of beliefs, values and morality do not have to be built upon religious foundations. Many pupils will identify with the beliefs and views of Humanists more readily than those of religious believers. Learning about ways in which their own perceptions and views may accord with those of Humanists has the potential to clarify their own beliefs, values and attitudes, and to assist them in their own quests for identity, meaning and purpose.

Statutory content:

Schools are not required by law to teach the example content in [square brackets].

- The meaning of humanism
- Key humanist beliefs and ideas:
  - People are what matter in life
  - The Golden Rule: treat others as you would like them to treat you<sup>1</sup>
  - You can live life without religion
  - Science provides the most reliable source of knowledge about the world
- Humanist ceremonies marking key milestones in life [for example, baby namings or welcomings, weddings, funerals]
- The British Humanist Association and the Happy Human symbol

Islam

Statutory content

- The part played by the city of Makkah and the Ka'aba in the life of the Prophet Muhammad
- The revelation of the Qur'an to the Prophet Muhammad
- The content of the Qur'an: it contains many people and stories found in the Bible
- The fact that Jesus (Isa) is a revered prophet in Islam
- The Five Pillars of Islam
- Features of the mosque
- What happens inside the mosque, including prayer

Judaism

Statutory content

- The story of Moses and the exodus from Egypt
- The festival of Pesach and the Seder meal
- The story of how Moses received the Ten Commandments and the importance of these for Jews • The importance of the home in Jewish life: keeping a Kosher home and observing dietary laws
- The Shema and the Mezuzah
- Observing shabbat in the home and the synagogue
- Features of the synagogue
- The Sefer Torah
- What happens inside the synagogue

Sikhism

Statutory content

- Guru Nanak, the founder of Sikhism
- Guru Gobind Singh and the formation of the Khalsa
- The Five Ks and the turban
- The Mool Mantra
- The importance of equality in Sikhism
- Features of the gurdwara (temple)
- The Guru Granth Sahib (holy book)
- What happens inside the gurdwara

## **Early Years**

Religious Education is provided to all pupils at Arthur Bugler Primary School. The early years foundation stage (EYFS) describes the phase of a child's education from birth to the end of reception at the age of five. By the end of the EYFS, children are beginning to explore the world of religion in terms of special people, books, occasions, places and objects and by visiting places of worship. They listen to and talk about stories. They are starting to use religious words and their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live. Learning in RE at the EYFS is about knowing who you are, where you belong and the things that are important in your life. It is also about recognising what things are important to others and developing respect for others, their culture and their religion. In Early Years, RE is linked to the Early Learning Goals and provides children the opportunity to explore the world of religion in terms of special people, books, times, places and objects. The children talk about past and present events in their own lives and in the lives of family members and they will know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. In Early Years children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Characteristics of effective learning:

Children learning to respect themselves and others:

- Children will learn from opportunities to form positive relationships in a setting that supports mutual respect and understanding, and that celebrates and acknowledges differences.
- Children learn from adults as guides and role models in the setting, and so develop anti-discriminatory attitudes. Respecting children's culture so that they develop a positive self-image:
  - Each child has a culture defined by their community and more uniquely by their family. Gaining a knowledge and understanding of their own culture and community helps children to develop a sense of belonging and a strong self-image. Role-play provides an effective environment where children can explore their own culture and appreciate the similarities and differences in the cultures of others.
  - A positive self-image and high self-esteem give children the confidence and security to make the most of opportunities, communicate effectively and explore the world around them.

Providing opportunities that start from children's own experience of life and religion:

- Practitioners should find out about the child's cultural heritage and home background, whether it be religious or nonreligious, so that familiar experiences and interests can be used as starting points for learning in RE. The identity of many children will be complex, determined by a number of national, ethnic, cultural and religious and secular influences.

Characteristics of effective teaching:

Practitioners who act as positive role models through what they say and do:

- If practitioners show excitement when they introduce new learning in RE and show sensitivity towards and respect for the beliefs of others, children are also likely to develop such skills and attitudes.

A stimulating environment where different cultures are represented and valued:

- The environment in which learning takes place in RE can provide many contexts in which young children may explore and ask questions. Such contexts may include the home corner, dressing-up boxes, interest areas, artefacts, dolls, puppets and toys and storybooks.

Giving careful consideration to the provision and access of resources:

- Resources and equipment need to be readily available to children. They need to reflect a range of different religions and cultures.
- The children should have access to different ways of using reference skills to gain information, for example through books, photographs, artefacts, natural objects, visits and visitors, computers and the

internet.

Using parents' knowledge to extend children's experiences of the world:

- Parents may offer a diversity of insight into faiths and cultures, for example when cooking or when visiting places such as the church, synagogue or temple. Their ongoing involvement ensures that children learn from the breadth of parents' experience and perceptions.

Practitioners who understand the importance of role-play and simulation in RE:

- Children should have opportunities to learn about beliefs and cultures by using the home corner and participating in role-play of different religious celebrations, including, for example, dressing up, eating special foods, singing songs and listening to religious music.

Section 3 RE-related early learning goals 16 explore A carefully structured RE curriculum:

- The structure should incorporate three strands:
  - provision for the different starting points from which children develop their learning, building on existing understanding;
  - relevant and appropriate content that matches the different levels of young children's needs;
  - planned and purposeful activity that provides opportunities for learning both indoors and outdoors.

Practitioners who recognise that families live their religious faith in different ways:

- It is important that practitioners are sensitive to the diversity of religious faith and are aware that even within one religious tradition, the celebrations and rituals observed by families may vary.

Practitioners who are aware of and sensitive to children's needs and family circumstances:

- It is important when teaching RE that practitioners are aware that children's needs differ according to their experience and family circumstances and that they respond accordingly. For example, practitioners might need to be particularly sensitive when exploring names and naming ceremonies with adopted children, or when exploring weddings with children whose parents may not be married or have separated.

Key learning experiences:

A number of key learning experiences have been identified which should be regarded as entitlements for all pupils in the EYFS:

- Activities based on first-hand experience.
- Opportunities for play and learning that acknowledge children's particular religious and non-religious beliefs and cultural backgrounds.
- Activities that help children to become aware of, explore and question issues of difference in religion and culture.
- Activities that promote emotional, moral, spiritual and social development alongside intellectual development.
- Positive images in, for example, books and displays that challenge children's thinking and help them to embrace differences in religion and culture. Time allocation Although it is expected that in the EYFS RE will be delivered within a cross-curricular context, an indicative allocation of 30 minutes per week is appropriate in this phase. This may be linked through other topics or through homework or individual teaching opportunities which present themselves in child initiated play.

## **PSHE**

- To work well with others, listening to others ideas and treating each other with respect.
- To have opportunities to consider their own experiences, attitudes and values and those of other people.
- To respond with thoughtfulness and sensitivity to their experiences of the world.
- To be aware of a range of feelings and to respect the feelings of others.
- To identify puzzling questions and to suggest answers.
- To be aware that questions do not always have the same answer and that some questions cannot be answered.
- To develop their understanding of why certain things are held to be right or wrong.
- To know that every living thing has needs.
- To know that certain people are special to them.
- To recognise that they belong to various groups and communities, such as family and friends.

## **Art and DT**

National Curriculum Subject content:

### **Key stage 1**

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### **Key stage 2**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.

## **Early Years**

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Creative work is encouraged in the foundation class, as this is part of the Early Years Foundation Stage Framework. Children's creative development is related to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding. Creativity is encouraged and valued in a rich environment. Children are engaged in a wide range of activities, and their responses involve the various senses. Children are given the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

## **Music**

### **Key stage 1**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### **Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the inter-related dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory.
- use and understand staff and other musical notations.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- develop an understanding of the history of music.

### **Early Years**

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

## **MFL (French)**

- The teaching of French will be monitored by the co-ordinator.
- Long Term Plans, Medium Term Plans and resources will be provided by the co-ordinator.
- Assessment will take the form of informal teacher assessment of children's learning.
- French should be taught for at least 30 minutes each week across Key Stage Two.
- Teachers will follow the unit plans from Early Start 1 and Rigalo 1 in Years 3 and 4 and Early Start 2 and Rigolo 2 in Years 5 and 6. A new scheme will be introduced in 2016 called La Jolie Ronde and this will also provide progression across Key Stage 2.
- Teachers will use a variety of techniques to encourage the children to have an active engagement with the Modern foreign language, including cross-curricular lessons (for History, Geography,

Numeracy and Science) games, role-play and action songs.

- Where appropriate, specialist support and teaching will be used to assist class teachers.

Children will be taught how to:

- Communicate in French, both with a teacher and their peers.
- Write simple sentences and accounts in French.
- Understand basic grammar.
- Use correct pronunciation and grammar when writing in French.
- Memorise words and extend vocabulary.
- Interpret meaning.
- Use dictionaries in the target language.
- Develop an awareness of life in another culture.
- Ask and answer questions about other cultures.

## **PE**

- To provide a curriculum that satisfies the requirements of the National Curriculum.
- To provide up to two hours of high quality physical activity per week for all pupils.
- To provide an environment in which pupils enjoy and are committed to PE and sport.
- To ensure pupils understand that physical activity is an important part of a healthy lifestyle, including social and emotional well-being; both in and out of school and now and in the future.
- To provide *all* pupils, irrespective of ability, opportunities to experience and succeed in positive, enjoyable and stimulating PE and sport.
- To provide opportunities, within the school (intra) and between schools (inter), for pupils to participate in a range of competitive, creative and challenge-type activities, as individuals and as part of a team.
- To develop competence in the fundamental movement skills and control in gross and fine motor skills.
- To develop stamina, suppleness, strength and agility and the determination and resilience to keep going.
- In lessons, to establish: clear learning objectives and success criteria, opportunities for pupils to demonstrate their knowledge, understanding and competence, challenges to enable pupils to select and use skills with regards to tactics and composition and other opportunities for pupils to communicate, solve problems and make decisions.
- To provide meaningful links to other areas of the curriculum and to national and international agendas.
- To provide an out of school hours' programme of activities which enables pupils to extend and enrich curriculum provision.
- To establish good habits: an awareness of safety and hygiene and being responsible for PE equipment.

## **Early Years**

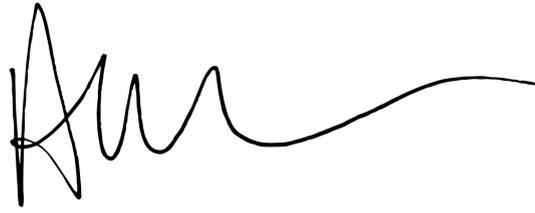
The physical development of children in the Foundation Stage is an integral part of their school work and is related to the objectives set out in the Early Learning Goals. The children are encouraged to become Competent Movers, developing their Fundamental Movement Skills in the way they move, balance and handle equipment, both indoors and outdoors.

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**Mr J A Bryant**  
**Headteacher**



**Mr A S Walker**  
**Chair of**  
**Governors**