

Laburnum Primary School

Curriculum, Teaching & Learning Policy



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1. The Laburnum School Mission

This policy is set within the context of our school mission: **CARE: Challenge, Achieve, Respect, Effort**

At Laburnum, we challenge all learners to work hard and achieve as individuals across a broad and engaging curriculum, where learning is at the heart of all we do. Our children are nurtured to show respect for themselves, others and the wider community by developing positive relationships built on our school values.

2. 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 bodies 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](#).

3. Intent:

Our curriculum is designed to be a ‘Knowledge Rich Curriculum’ with the National Curriculum at its core. It aims to:

- Provide a broad and balanced education for all pupils based on the foundations of Rosenshine’s principles.
- Enable pupils to systematically acquire a depth of knowledge as set out in our long term planning documents. As a result, pupils will understand concepts/develop skills (procedural knowledge) and be able to choose and apply these in relevant situations.
- Improve pupils’ vocabulary and spoken language by systematically teaching and rehearsing new vocabulary (as set out in our long term planning documents) in a language rich environment.
- Instil a moral code through a Values Based Education approach where positive values (including British Values) are explicitly taught and reinforced to prepare pupils at the school for the opportunities, responsibilities and experiences of later life.
- Support pupils’ spiritual, moral, social and cultural development.

- Fulfil the requirements of the Agreed Syllabus for Religious Education.
- Promote a positive attitude towards life-long learning, where mistakes are valued as part of the learning process.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.

4. Implementation:

4.1 Organisation and Planning

- The curriculum at Laburnum is designed to be a knowledge rich curriculum and is based on the National Curriculum Programmes of Study and the Agreed Syllabus for Religious Education underpinned by Rosenshine's principles.
- Many pupils join Laburnum with spoken English skills below age-related expectations. We therefore emphasise the acquisition of language/vocabulary and the development of key skills in English as a priority. Classes from Year 1-6 begin the day with a discrete phonics/spelling/grammar session, followed by an English session which is focused on reading and writing development. Phonics follows the Twinkl approved scheme and Spelling follows the Jane Considine teaching sequence. English is based around a high quality text per half term based on CLPE (Centre for Literacy in Primary Education) materials and linked to Science, History, Geography or RE for non-fiction genres.
- Maths is taught through a daily Maths lesson. We use a range of materials to develop Maths Mastery and take our long and medium term planning from 'White-Rose' and supplement this with resources from Maths No Problem. To improve number fluency and recall, key facts are revisited regularly at other times during the day in order to commit these to long term memory.
- Science is taught based on the Developing Experts scheme.
- Foundation Subjects are usually taught in the afternoons. Knowledge is taught in discrete subjects and linked, where those links are strong. Geography is based on the Oddizzi scheme and History uses resources from the Historical Association.
- Detailed long and medium term plans have been written collaboratively and approved by subject leaders. These plans identify the key knowledge and vocabulary that will be covered and learnt in each curriculum area. Teachers are encouraged to teach these creatively, but there is an expectation that the majority of pupils acquire this knowledge and can recall it in different situations over time.
- Key knowledge is shared with pupils and their parents through a knowledge organiser. This also informs homework expectations (see homework policy).
- Relationship and Sex Education is covered as part of our PSHCE curriculum and fulfils all statutory requirements of RSE. Our PSHCE curriculum is based on the SCARF scheme of work.
- PE is strongly linked to Values and is taught using 'Real PE'.
- Music is covered using specialist music tuition from 'Inspiring Music' the local Music Hub supported by Charanga (an online scheme).
- Spiritual, moral, social and cultural development, values based education and British values are embedded within all curriculum areas and opportunities for these are tracked termly.
- Teachers make their own short term plans which express how the knowledge from long/medium term plans will be taught. There is no expectation that short term plans are written in a specific format as teachers' professional autonomy is respected at Laburnum. Monitoring will identify where knowledge acquisition is an issue and this will be addressed in line with school policies.
- Various resources are available to support the implementation of our curriculum. These include access to online subscriptions (Twinkl, Classroom Secrets, Charanga, SCARF, Timestable Rockstar), specific

software, physical resources and manipulatives, the school Library and Computer Room/Tablets. Subject leaders keep a record of resources available to teach their subject.

- Laburnum places great emphasis on the effective use of visits and visitors to enhance our curriculum. Each teacher carefully plans the most appropriate points in the teaching sequence for these to take place and have the greatest impact on learning.

Our EYFS policy sets out how our Early Years curriculum is implemented.

4.2 Teaching and Learning

The implementation of the curriculum at Laburnum is underpinned by high quality Teaching and Learning. At Laburnum, this is when teaching staff:

- Form positive relationships with the children and adults in the school community and consistently apply the school Behaviour Principles and Relationship Policy.
- Are reflective of their practice.
- Effectively master and demonstrate the Teacher Standards
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding.
- Use questioning to extend skills, knowledge and understanding.
- Use strategies based on Rosenshine's principles to support the learning process.
- Effectively assess and monitor children's progress (see Assessment Policy) in order that they can extend children's learning both within individual lessons and over time.
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that sequences of lessons consolidate, build upon and extend learning for all children.
- Ensure that effective direction and support, including specific and focused verbal and written feedback (see Assessment & Reporting Policy), are given in order that the children understand their next steps and make good progress.
- Effectively use resources (practical apparatus/materials etc. manipulatives, technology and additional adults) to support children's learning.
- Develop and maintain safe and secure learning environments, which:
 - Inspire learning and celebrate the achievement of all pupils.
 - Are language and number rich.
 - Use regularly updated, easily accessible and highly relevant learning walls in core subject areas to provide pupils with prompts, models and resources.
 - Demonstrate the curriculum being taught, allow pupils to interact with displays, add to them and use them as a resource.
 - Promote and encourage independence through good organisation.

5. Inclusion

- Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging learning for all groups, including:
 - Pupils identified as working at Greater Depth
 - Pupils with low prior attainment
 - Pupils from disadvantaged backgrounds
 - Pupils with SEN
 - Pupils with English as an additional language (EAL)
- Teachers will plan lessons so that pupils with SEN and/or disabilities 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.
- Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

6. Roles and responsibilities

6.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The governing body 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 and/or disabilities (SEND);
- 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;

6.2 Head Teacher

The Head Teacher 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 objectives which reflect the school vision.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing body 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.

The roles and responsibilities of the school, pupils and parents are clearly set out and directly related to our school vision (CARE: Challenge, Achieve, Respect, Effort) in our Home/School Agreement, which was written and agreed in consultation with staff, pupils and parents.

7. Impact: Monitoring arrangements

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

- Informal Governor visits such as attendance at curriculum focus days
- Focused meetings and guided learning walks/pupil conferencing with curriculum subject leaders

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

- Discussion and self-reflection with staff
- Learning Walks
- Book Scrutiny
- Pupil conferencing
- Review of long and medium term planning

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

This policy will be reviewed at least every 3 years by the Head Teacher and the Standards and Curriculum Committee of the Governing Body. Following every review, the policy will be shared with the Full Governing Body.

8. Links with other school documents:

- Assessment & Reporting Policy
- Behaviour Principles and Relationship Policy
- Equality Information and Objectives
- Early Years Foundation Stage Policy
- Home/School Agreement
- Pupil Premium Policy
- Relationship and Sex Education Policy
- SEND Policy and Information Report

ART AND DESIGN

CURRICULUM SUMMARY



Intent:

At Laburnum Primary School we want pupils to be creative and develop a love of Art and Design. We want them to appreciate the wide range of opportunities that Art and Design can offer for creative careers, so that pupils may aspire to be illustrators, graphic designers, fashion designers, curators, architects or printmakers. The children learn about artists, crafts people and designers across a wide variety of media. Our Art and Design curriculum develops children's own creativity, teaches them specific skills and gives them opportunities to explore different techniques for different media. Where meaningful and appropriate, links are made between Art and Design and other curriculum areas.

Implementation:

We follow the National Curriculum which allows pupils to develop, create, reflect and evaluate their art work in all year groups. The National Curriculum aims are:

- 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.

Art is taught in every year group, for one unit per term. Units of work are planned to allow children to study each unit in depth, focussing on developing their knowledge and skills. They are structured to give children opportunities to research, develop skills, produce a final piece and reflect on and evaluate their work.

Each child in Key Stage 1 and 2 has a sketchbook which they use to foster their sense of creativity, by making initial sketches, developing skills, recording their ideas and expressing their opinions.

Laburnum Primary School's Long Term Plan for art ensures that every child is given the opportunity to learn the skills of drawing, painting, printing, sculpture and digital art through the exploration of an initial key artist, craft maker or designer and their work. The children are taught subject specific vocabulary, and encouraged to use this when discussing their own art and that of others. They learn how their art can reflect influences from famous artwork, and have opportunities to reflect on their own and others' work, and consider how they may approach a piece differently on another occasion.

COMPUTING

CURRICULUM SUMMARY



Intent:

Computing is an ever changing subject and we are developing our provision all the time, adding both hardware and software to our systems. Our aim is to develop thinkers of the future through a modern, ambitious and relevant education in computing. We want to equip pupils to use computational thinking and creativity that will enable them to become active participants in the digital world. It is important to us that the children understand how to use the ever-changing technology to express themselves, as tools for learning and as a means to drive their generation forward into the future. We want children to develop as respectful, responsible and confident users of technology, aware of measures that can be taken to keep themselves and others safe online.

Our aim is to provide a computing curriculum that is designed to balance acquiring a broad and deep knowledge, alongside creative opportunities to apply skills in various digital contexts. Beyond teaching computing discreetly, we will give pupils the opportunity to apply and develop what they have learnt across wider learning in the curriculum. We hope that by the end of Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenges set by teachers.

Implementation:

Our scheme of work for Computing is adapted from the 'Teach Computing' Curriculum and covers all aspects of the National Curriculum. This scheme was chosen as it has been created by subject experts and based on the latest pedagogical research. It provides an innovative progression framework where computing content (concepts, knowledge, skills and objectives) has been organised into interconnected units.

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

The national curriculum for computing aims to ensure all pupils:

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

DESIGN TECHNOLOGY

CURRICULUM SUMMARY



LABURNUM
PRIMARY SCHOOL & NURSERY
CHALLENGE • ACHIEVE • RESPECT • EFFORT

Intent:

At Laburnum, we aim to give pupils the opportunity to design and create purposeful products. The children will work creatively and practically with various materials and components including construction, textiles, electronics and food ingredients.

The children will develop the knowledge, skills and understanding to engage in the process of designing and making. They will be able to build on these skills as they move into a new year group.

Pupils will be encouraged to research before designing and making their own products and will learn to think creatively and solve problems as they evaluate their creations.

There will be opportunity for cross curricular links with Science, Art and Computing.

Implementation:

Children will begin to gain independent and creative skills from Foundation Stage where resources are open ended and adults will teach simple skills such as cutting, joining and cooking.

The children will follow the National Curriculum throughout KS1 and KS2 with a clear and consistent plan that promotes the progression of independence, knowledge and skills. The children will be taught to research products and design their own based on their research. They will then create and evaluate their own products. This will be done through practical and creative activities so that the learning is memorable in order to retain lifelong knowledge and transferable skills throughout their life. This includes cooking, textiles, cutting, joining and electronics.

Our DT curriculum is designed to revisit and build upon previous vocabulary and skills taught throughout the school. Our planning is underpinned by Projects on a Page, published by DATA (The Design And Technology Association) to ensure that there is a consistent and progressive approach to DT. Projects on a Page displays in depth examples of what the children need to research and offers ideas of how these can be put into design.

Food Technology is taught in every year group with a focus on healthy eating.



Intent:

At Laburnum, we believe that a quality English curriculum should develop children's love of reading, writing and discussion and will allow them to acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists.

It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. It is our intention to broaden our pupils' exposure to high level vocabulary to allow pupils to apply their understanding of vocabulary and grammatical features within and across the English curriculum. We want to inspire children to be confident in the art of speaking and listening in order to express their emotions and ideas effectively.

We strive to teach the children how important their reading, writing, speaking and listening is in the real world both now and in their future; developing an awareness of the audience, purpose and context alongside an increasing knowledge of vocabulary and grammar.

We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. As English underpins all other areas, the children will be provided with good quality reading and writing opportunities across the curriculum also. We believe that a secure basis in English skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

Implementation:

Phonics: At Laburnum, we use the Twinkl phonics teaching programme and resources alongside the Bug Club phonetically decodable books and online texts (See Phonics and Early Reading Intent and Implementation).

Spelling: From years 2-6, we use the Jane Considine Spelling sequence.

Vocabulary: Every class has a 'Word of the week' which the children are encouraged to use across the curriculum. Every classroom has a vocabulary display where all new vocabulary is displayed and regularly referred to by the classroom staff.

Reading: Children have a phonetically decodable reading book from Reception class when they can successfully blend and segment. At Yellow level, the children will then choose a second book from the school reading scheme. Depending on the child's confidence and fluency, the children may keep a phonetically decodable book or may move across to the reading scheme. Those children who are receiving phonics intervention, will also have a phonetically decodable book linked to their phonic level. Free readers have a Reading Journal to record thoughts, opinions, questions, character and plot information about the books they have read-one page per text. Children who do not read regularly at home are targeted to read with our reading volunteers. The children stay the same each week so that they build a relationship with

the volunteers and have the opportunity to read and discuss what they have read.

Writing: We teach both reading and writing based on the CLPE Power of Reading texts. Every class has one text per half term to study and use as prompts for writing. Non-fiction genres are covered either linking to the text or linking to other Foundation subjects by way of a double page spread each half term.

Handwriting: Handwriting is taught alongside Phonics in Reception and letter formation is explicitly taught and practised daily. In year 1, children will begin to join digraphs so as to recognise them as a complete sound. In the summer term, they will be taught lead ins and outs. Children will be taught to join fully in year 2. In KS2, handwriting is taught in conjunction with spelling.

Speaking and listening: daily circle times support speaking and listening and these are also scaffolded by the use of sentence stems across the curriculum.

For further details please see planning and progression document.

GEOGRAPHY

CURRICULUM SUMMARY



Intent:

At Laburnum Primary School, we are GEOGRAPHERS! We want our children to have no limits to what their ambitions are and grow up wanting to be cartographers, town planners, conservationists or weather forecasters. Through our curriculum, we aim to motivate and inspire children to develop curiosity, fascination and an appreciation of the world around them.

We intend for our children to be global citizens: to develop an awareness of the wider world and their place within it, encourage them to take an active role in the community and work with others to make our planet more peaceful, sustainable and fairer. Our curriculum is designed so that meaningful geographical knowledge and concepts are carefully sequenced for progression and depth both horizontally, over year groups, and vertically, across year groups, allowing children to build on prior learning and prior skills.

We intend to equip children with geographical skills to develop their knowledge through studying places, people, natural, human and physical geography. Through our teaching, we provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research. This will enable them to gain a greater understanding and knowledge of the world and their place in it.

Implementation:

We implement a curriculum that meets the statutory requirements of the National Curriculum, incorporating the four main areas of learning at each key stage: place, location, human and physical and geographical skills and fieldwork. We subscribe to Oddizzi, which ensures that both specialist and non-specialist teachers deliver high-quality geography lessons and inspire children with a deep and lifelong love of the subject.

Teachers use questioning, and provide opportunities for discussion and investigation to support the development of vocabulary, which is explicitly taught and modelled by teachers in every lesson. Key geographical knowledge and language (such as, the name and location of continents, countries, capital cities and oceans) is revisited frequently, to make learning memorable, relevant and easy to retrieve. Children are given a knowledge organiser at the start of each unit which details some key information, key questions and vocabulary. This is to support children with their acquisition of knowledge and is used as a reference document. These are also sent home with the children.

Location knowledge, fieldwork and map work are woven throughout the geography units. Effective use of educational visits, local fieldwork and visitors are planned, to enrich and enhance the pupil's learning experiences within the geography curriculum. Fieldwork opportunities are greatly amplified through our local area units where children go out into the field to conduct observations, surveys, investigations and field sketches. The use of maps and compasses enhances this experience.

HISTORY

CURRICULUM SUMMARY



Intent:

At Laburnum Primary School, we aim to instil a love of history in our pupils and to deliver the history curriculum so that it is fully inclusive and accessible to every child.

We aim to offer high-quality teaching and learning that enables children to think critically, study sources of information and ask and answer perceptive questions. Our curriculum has been carefully planned and structured to ensure that, in line with the National Curriculum, all children gain a coherent knowledge and understanding of Britain's past and that of the wider world within a chronological framework.

History supports pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. At Laburnum, we aim to encourage pupils to understand historical concepts within social, political, cultural and economic contexts, which allows pupils to make connections and allow their knowledge of world history to influence their decisions about personal choices, attitudes and values.

Implementation:

At Laburnum, History is taught in distinct blocks to allow children to focus on developing their knowledge and skills, studying each topic in depth and with cross-curricular links.

In EYFS and KS1, History begins by looking at the children's own personal history. The children are introduced to chronology and timelines.

In KS1, significant events and people, who have shaped society, locally, nationally and globally are studied.

In KS2, British History, local history and ancient history are studied. Topics are taught mostly chronologically, with some overlaps, to allow pupils to consistently build on previous knowledge and learning.

At Laburnum, we support the children in their ability to know and remember more by including regular opportunities to review learning from previous topics and lessons, and we encourage children to draw on that previous knowledge to make links and connections.

Each child is given a knowledge organiser which details key information, dates and vocabulary. This is not used as part of assessment, but is used as a reference document.

At the start and at the end of each topic, the children complete a quiz which is used to help inform assessment. The quizzes are referred to regularly throughout the topic.

To support teaching, staff have access to a range of resources and professional development materials including membership of The Historical Association.

Effective CPD opportunities are available to staff to ensure high levels of confidence and knowledge are maintained.

Long term planning is in place, but regularly reviewed by the History lead and teaching staff, to ensure coverage of historical concepts: Chronological understanding, Historical knowledge, Historical interpretation, Historical enquiry and organisation and communication.

Where possible, children are given opportunities to study artefacts as well as other sources of information, leading to enquiry investigation, analysis, interpretation and evaluation.

Educational visits and visitors are planned to enrich and enhance pupils learning and the curriculum.

Assessment for Learning is used at different points in each lesson to highlight and address any misconceptions.

Learning intentions are made clear and are effectively modelled by teachers, ensuring that children are able to achieve them, with misconceptions addressed as required.

Teachers use a variety of assessment tools to facilitate effective differentiation.

Pupils are regularly given the opportunity to reflect and respond to feedback in their history lessons. Pupils are regularly given the opportunity for self and peer assessment. This is then used to inform planning, preparation, differentiation and address misconceptions within that lesson and subsequent lessons.

Cross-curricular links are planned for with other subjects.

Educational displays answer key questions help to create a rich learning environment. Timelines are displayed to support children's chronological understanding.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Foundation Stage to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.



Intent:

At Laburnum, we believe that Mathematics equips children with the incredibly valuable set of tools to understand and change the world. We ensure that teaching builds on what children already know. We build on the firm foundation in maths that we develop in Early Years. The children are then able to develop, consolidate and refine their knowledge and skills throughout their time at the school. This equips them with a set of skills, in their mathematical toolbox, which they can utilise throughout their school journey and beyond.

We enable children to develop a rich network of mathematical knowledge. We emphasise the many connections between mathematical facts, procedures and concepts. We do this by teaching for 'mastery'. Mastering maths means children acquire a deep, long-term, secure and adaptable understanding of the subject.

We recognise that children come to school with a range of experiences which impact on their attainment. Through our teaching and the learning experiences we provide, we aim to remove barriers and strive to ensure that all children will achieve in maths. Teachers identify appropriate strategies, targeted support and intervention to help all children learn Mathematics.

Teachers promote a positive attitude towards life-long learning, where mistakes are valued as part of the learning process. Children with growth mind-sets are willing to put in effort even when they struggle or make mistakes and meaningful success requires effort.

We aim to give the children a rich and balanced mathematics curriculum that develops their fluency, reasoning and problem solving – the key aims of the National Curriculum. We also aim to present maths as an engaging, exciting, creative and relevant subject. As well as ensuring that all children have the opportunity to achieve a high standard in mathematics and develop a positive attitude towards maths.

Implementation:

We use the White Rose Maths scheme of Learning as a starting point for our lessons, from Reception to Year six. This ensures there is a coherent 'small steps' progression in maths, across all year groups. We have developed our maths curriculum so children have more opportunities to use, apply and master their skills. This involves using the Concrete, Pictorial, Abstract (CPA) approach. This is a system of learning that uses physical and visual aids to build a child's understanding before moving on to the abstract. This is important as children need to be able to move in between different representations, which aligns with one of Rosenshine's principles – 'Provide a high level of active practice for all students'

We recognise the importance of teachers and support staff having a high level of Maths subject knowledge. Quality CPD is provided by our local Maths Hub, NCETM Mastery professional development materials and the implementation of Rosenshine's principles in school.

MODERN FOREIGN LANGUAGES

CURRICULUM SUMMARY



LABURNUM
PRIMARY SCHOOL & NURSERY
CHALLENGE • ACHIEVE • RESPECT • EFFORT

Intent:

- Laburnum Primary School uses the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.
- The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.
- The four key language learning skills; **listening, speaking, reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.
- The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Implementation:

At Laburnum, we teach French. All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Key Stage 2 and the opportunity to introduce French at an age appropriate level in KS1 and EYFS.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

All teachers will know where every child is at any point in their foreign language learning journey.

The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language(s) they are learning.

Language Angels are categorised by '**Teaching Type**' to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.

Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning. **Intermediate** units increase the level of challenge by

increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. **Progressive** and **Creative Curriculum** units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these **Teaching Type** categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate, Progressive and Creative Curriculum units are designed to run for approximately 45 minutes.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading** and **writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers are provided with a **Progression Map** and **Grammar Grid** (downloadable from the "Curriculum Guidance" area of the Language Angels website) to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- We start with **nouns** and **articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
- We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form, conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units.
- We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific **Grammar Explained** units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

The **Progression Map** shows precisely how pupil foreign language learning across the key skills of **speaking, listening, reading, writing** and **grammar** progresses **within** each Language Angels 'Teaching Type' and also how the level of learning and progression of each pupil is increased as pupils move **across** each subsequently more challenging Language Angels 'Teaching Type'. **It is a visual demonstration of the progression that takes place WITHIN a 'Teaching Type' and also ACROSS each 'Teaching Type'.**

The school has a **unit planner** in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample **speaking** and **listening** tasks within a lesson.
- Lessons will incorporate **challenge sections** and desk-based activities that will be offered with three levels of stretch and differentiation. These may be sent home as homework if not completed in class.
- **Reading** and **writing** activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.

- Every unit will include a **grammar concept** which will increase in complexity as pupils move from **Early Language** units, through **Intermediate** units and into **Progressive** units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as '**language Lego**'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (**speaking, listening, reading and writing**) twice throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated.

In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:

- Foreign language celebration assemblies.
- Cookery sessions of traditional foods from the country of the language being studied.
- Weather forecasts based on maps from the country of the language being studied.
- School celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.



Intent:

At Laburnum Primary School, we provide a broad and balanced Music curriculum to engage and inspire pupils to develop a love of music by: critically engaging with various genres, historical periods, styles and traditions of music; building confidence and skills when performing both with voice and with a range of instruments; creatively responding to music by composing original and interpretive compositions.

Music is a universal language that embodies one of the highest forms of creativity. Therefore, at Laburnum Primary School we strive to develop a love of music and children's talent as musicians, increasing their self-confidence, creativity and sense of achievement. As pupils progress, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

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

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

Implementation:

- In the majority of year groups, children receive instrumental tuition from a professional musician provided by the Inspiring Music team. Their instrumental lessons take place in Autumn and Summer terms. During the Spring term, they participate in vocal sessions.
- Year 5 and 6 use Charanga scheme of learning to further develop their musical skills.
- Children have multiple opportunities across their primary school career to perform either in school or at local festivals and concerts. Year 6 also perform as part of the Young Voices concert in London.

In reference to the Model Music Curriculum: Key Stages 1 and 2

Musical techniques and skills are nurtured and developed in all pupils, through all Key Stages. There are multiple opportunities for skills to be expressed instrumentally, vocally or through music technology. Every young person is able to experience music and to make progress at Laburnum Primary School. This includes singing, as well as having the opportunity to learn an instrument through whole-class ensemble and small-group teaching at Key Stage 2. This includes the skills of singing, composing, listening and performing – individually and collectively – and applies across the curriculum in Key Stages 1 and 2.

- In KS1, pupils are taught to:
 - use their voices expressively and creatively by singing songs and speaking chants and rhymes
 - play tuned and un-tuned 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.

In KS2, pupils are 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.

- 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

At Laburnum Primary school, additional singing assemblies, “Music Appraisal” and appreciation opportunities will be interwoven into as a cross curricular tool in other subjects. A Musical Artist of the week will be celebrated across the school and will include a wide range of musical genres and artists from across the world.

PHONICS AND EARLY READING

CURRICULUM SUMMARY



LABURNUM
PRIMARY SCHOOL & NURSERY
CHALLENGE • ACHIEVE • RESPECT • EFFORT

Intent:

At Laburnum, reading is at the heart of our curriculum as it is the key to success in most subject areas and indeed the wider world. Therefore, emphasis is placed on reading from the very moment the children enter our school in the Nursery. Children are immersed in a language rich environment, which places great value on listening to stories and rhymes from the very beginning. They also develop key phonological awareness skills that enable them to develop the listening and attention required to distinguish between discrete units of spoken sound.

We believe that children are supported to develop a love of reading through the satisfaction they gain from decoding words successfully, which results from having a sound phonic knowledge. This enables them to develop a level of fluency needed to comprehend and become immersed in stories. To allow this to happen, children are exposed to high quality texts covering a range of different genres and interests. The texts available to children for both school and home reading purposes are updated regularly, and their phonetically decodable content ensures they are matched closely to individual levels of ability. This also promotes success in reading from the very beginning due to children reaching a level of fluency at a rapid pace.

By the end of Reception, the aim is for all children to have a secure understanding of Phases 2 and 3 in the Twinkl programme and to be able to segment and blend words within these phases in order to start Phase 4 at the start of the Autumn term in Year 1.

Children are introduced to common exception words early in the Autumn term in Reception and aim to read and write some of the high frequency words for Phase 2 to 3 before they enter Year 1.

The aim in Year 1 is to ensure all children have completed Phase 4 and 5 and be ready to begin phase 6 (consolidation of less common graphemes) upon entry into Year 2. Our aim is for all children to read and write all the common exception words for Year 1.

Our children will become confident readers and begin to read for pleasure as well as developing skills. We recognise the importance of listening to adults read stories with intonation, fluency and excitement.

Implementation:

The systematic teaching of synthetic phonics, using Twinkl Phonics as our primary program, is given a high priority throughout Early Years and Key Stage 1, supported by Bug Club reading books and online interactive texts. Children need to learn key phonic knowledge and develop skills in segmenting and blending to develop fluency in reading.

Phonics is taught daily to all children in Reception and KS1. Phonics teaching is systematic, engaging, lively and interactive. Each group of phonics lessons include the following elements:

- Revise – overlearn the previous graphemes and words
- Teach – introduce a new grapheme/words
- Practise – develop GPCs (grapheme phoneme correspondences)/read and spell new words
- Apply – use new graphemes/words in games and activities to secure knowledge
- Assess – monitor progress within each phase to inform planning.

Our approach to the teaching of phonics is fully inclusive and values every learner. If a child is experiencing difficulty securing a particular skill, they will not be left to fall behind. Instead, extra intervention activities will be provided outside of the phonics lesson to ensure that the child receives the same teaching but with that particular skill broken down into clear steps. This process helps to maintain a secure understanding and

continued progress. Emphasis is placed on those children who may be at risk of falling behind to ensure they are able to successfully access year group expectations. They will continue to be supported by the Twinkl programme, but learning will be broken down into achievable steps within the intervention. Additional support is also provided to those children who have not reached the expected standard in the phonics screening in Year 1.

Ongoing teacher assessment takes place on a daily basis during every phonics lesson. However, children are also assessed by the class teacher on a 1:1 basis six weekly using the FFT Phonics and Reading Assessment. This is to ensure that the class teacher is aware of any misconceptions and plans for the next steps in learning effectively.

In Reception, Phonics is taught through daily whole class teaching input and small group activities. Staff ensure Phonics is an integrated part of all learning in Reception, making links across the Early Years Curriculum as children explore the environment.

In Year 1 and Year 2 phonics is taught through a whole class teaching input, with linked learning activities. Termly assessment is undertaken to formally assess individual phonic understanding and any support is provided by way of small group or individual intervention or tuition.

Every classroom, throughout the Early Years and Key Stage 1, has a Phonics Working Wall that reflects the learning that is taking place for all children in the class which is referred to regularly. We also value the importance of displaying the graphemes that the children have learnt previously. This is to ensure that children are able to draw on their prior phonic knowledge and continue to learn and apply new skills, not just within the phonics session, but throughout all other subject areas when reading and writing.

Pupils have reading sessions with an adult to ensure that they are regularly practising and applying their phonics knowledge. This may include additional one-to-one reading sessions for those children who are most vulnerable to enable them to share their reading and build confidence.

Children have phonetically decodable reading books which are carefully selected to match each child's phonic knowledge from our Bug Club reading scheme as well as having access to the online versions of other books at that level.

Once children reach Yellow level, they choose an additional book from the reading scheme in order to promote a recognition of other high frequency words, common exception words and develop an understanding of fiction and non-fiction as well as enjoyment of choosing and reading books for pleasure.

Our English lessons are planned around a key text (CLPE) per half term so key reading skills are linked to other areas of the curriculum.

Daily class reads are an important part of the day across the whole school and every class has an ongoing class text. Children also choose a book from the school library or class library to enjoy.

PHYSICAL EDUCATION

CURRICULUM SUMMARY



Intent:

Laburnum Primary School is committed to meeting every requirement of P.E within the primary National Curriculum, including swimming, competitive team games, movement, gymnastics, orienteering and outdoor adventurous activities.

The curriculum will be taught with the consideration of the needs of all learners. Our curriculum will be exciting and will inspire children to nurture a passion for learning.

The main purposes of P.E. within the National Curriculum is to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future. Physical education provides opportunities for pupils to become physically confident in a way which supports their health and fitness. It explicitly teaches the necessary knowledge and skills for working with and relating to others, and provides the learning opportunities to develop these skills. It enables the development of leadership and teamwork skills and encourages pupils to transfer knowledge to other learning areas.

We aim to provide a range of activities that develop fundamental skills in Agility, Balance and Coordination from Reception to and including Year 6.

Physical education also provides learners with the ability to persevere, challenge and excel across a range of disciplines that include physical fitness, health, cognitive development, social and personal skills. Part of Physical Education also develops resilience and a positive approach to losing and winning in individual and team situations.

The rationale behind this is that learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional and social skills to pursue a healthy lifestyle
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote their health and wellbeing.

Implementation:

Our prime scheme of study in Physical Education is the online platform REAL PE and related paper resources. All planning is printable from the website and it is i-pad friendly. REAL PE is a different way of teaching P.E. that focuses on a particular area or 'cog' and different fundamental skills throughout the year. The cogs are personal, social, cognitive, creative, health and fitness and physical. The programme develops skills progressively in agility, balance and coordination.

Dance and gymnastics are also taught as standalone units (although REAL PE has lesson plans for these if teachers wish to use them).

- PE is taught primarily by class teachers and occasionally by staff members with relevant qualifications and by P.E. specialists. This allows for teachers to remain the main person teaching PE and ensuring they are well skilled and confident to deliver a rich, engaging and progressive curriculum whilst also providing appropriate teaching by other members of staff.
- Swimming can be taught in the on-site pool we have at Laburnum and we employ a specialist teacher during the 'swimming season' to teach each class once a week. All staff are resuscitation trained and have completed a recognised teach to swim qualification. All year groups from Reception to year 6 use this

facility. When this is unavailable, Upper KS2 will be taken to a local swimming pool and instructed by qualified swim instructors with Support from staff. This is in line with NC requirements.

- The Long Term Planning has reflected all aspects of the P.E. curriculum. The PE curriculum works towards promoting co-operation, tolerance, understanding, appreciation and perseverance.

- Recognising the general nationwide issues of children being less active all year groups have one morning break time, free play at lunch time and daily golden mile.

- Upper KS2 take part in a three day educational off site experience in outdoor adventurous activities.

After school clubs are also provided from year 1 through to year 6, generally in Key Stages to further develop skills in a range of activities and sports as well as providing opportunities for different disciplines and sports to be explored in a safe and secure environment delivered by qualified staff.

Competitive team sports are taught alongside the scheme in KS2, once skills have been developed in KS1.

- Careful consideration is given to the needs of the children when deciding how the PE and Sports Premium is used every year and the impact it has had. Resources are regularly checked and replaced as necessary.

RELIGIOUS EDUCATION

CURRICULUM SUMMARY



Intent:

At Laburnum Primary School, the children explore what people believe and what difference this makes to how they live (by providing a broad and balanced variety of teaching and learning experiences within the context of religious education, ensuring both religions and non-religions are explored) so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Teaching and learning is in line with “Identities, meanings, values: The RE Agreed Syllabus 2018-2023 (Bedford Borough, Central Bedfordshire and Luton)

The RE Agreed Syllabus for 2018–2023 asserts the importance and value of RE for all pupils, with ongoing benefits

for an open, articulate and understanding society. The following purpose statements underpin the syllabus1, which is constructed to support pupils and teachers in fulfilling them:

- RE contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE, pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- RE teaching therefore equips pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The threefold aim of RE elaborates on the principal aim and puts the purpose of the subject into action. The curriculum for RE aims to ensure that all pupils can do the following:

- 1) Make sense of a range of religious and non-religious beliefs, so that they can:
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
 - explain how and why these beliefs are understood in different ways, by individuals and within communities
 - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
- 2) Understand the impact and significance of religious and non-religious beliefs, so that they can:
 - examine and explain how and why people express their beliefs in diverse ways

- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different ways of life and ways of expressing meaning
- 3) Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response
 - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

Implementation:

- The use of the agreed syllabus ensures that lessons are sequenced, give opportunities for progression, developing knowledge, skills and vocabulary throughout their primary career.
- Our curriculum closely reflects the schools aims and values – particularly our school motto CARE (challenge, achieve, respect, effort).
- At Laburnum Primary School, we believe Religious Education is for everyone.
- Every pupil has a legal entitlement to RE. RE is a necessary part of a ‘broad and balanced curriculum’. RE is multifaith, and recognises the place of Christianity and the other principal religions in the UK. Non-religious worldviews are also included. The RE curriculum reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain’.
- The RE Agreed Syllabus for 2018–2023 is designed to support schools in developing and delivering excellence in RE. It responds to national calls for deepening pupils’ knowledge about religions and for developing their ‘religious literacy’ 8 . It does this by studying one religion at a time (‘systematic’ units), and then including ‘thematic’ units, which build on learning by comparing the religions, beliefs and practices studied. This approach is developed from, and in strong continuity with, the 2012–2017 syllabus. In order to support teachers in exploring the selected religions, the syllabus sets out an underlying teaching and learning approach, whereby pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief. The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE. Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.
 - Making sense of beliefs
 - Making connections
 - Understanding the impact
- These elements set the context for open exploration of religions and beliefs. They offer a structure through which pupils can encounter diverse religious traditions, alongside non-religious worldviews, which reflect the backgrounds of many of the pupils in our schools. The three elements of the aim present a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each unit while also allowing for a range of questions reflecting approaches from RS, philosophy, sociology, ethics and theology. The aims apply to the whole of RE, encouraging all teachers to see what comes before and follows on from their part of RE for their age group.

RELATIONSHIPS & HEALTH EDUCATION

CURRICULUM SUMMARY



LABURNUM
PRIMARY SCHOOL & NURSERY
CHALLENGE • ACHIEVE • RESPECT • EFFORT

Intent:

The RHE (previously PSHE) curriculum at Laburnum Primary school is designed to provide a balance and broad –based curriculum which promotes the spiritual, moral, cultural, mental and physical development of the pupils. It is linked to values based education that the school uses to underpin moral standards, behaviour and expectations in society.

- Laburnum Primary School uses the Corum Life Education’s SCARF scheme of work and supporting resources to ensure we offer a relevant, broad, vibrant and ambitious RHE curriculum that will inspire and excite our pupils using a wide variety of topics and themes.
- The programme is taught to each year group from nursery to year 6 within a level of the children’s understanding. It is divided into several categories: Relationships, health and well-being, valuing differences, keeping myself safe, rights and responsibilities and living in a wider world.

The teaching and learning promotes discussion, citizenship, problem solving and reflective thinking through group and individual activities.

Implementation:

- RHE is taught as a school subject throughout the school once a week. Additional circle times take place to support children and give them further opportunities to share their values, thoughts, feelings and opinions.
- The use of SCARF lessons ensures that lessons are sequenced, give opportunities for progression, developing knowledge, skills and vocabulary throughout their primary career.
- Our curriculum closely reflects the schools aims and values – particularly our school motto CARE (challenge, achieve, respect, effort).
- Staff make links to the RHE and values in other teaching as a cross curricular tool by using particular language with the children.
- RSE (Relationships and Sex Education) is taught specifically during year 5 and 6, but concepts are included throughout the whole school teacher of RHE, in line with The Department for Education’s statutory Relationships Education.

Impact:

The school has shown evidence that the children respond to the Scarf Coram RHE programme by their use of the language in the lessons, circle time and restorative justice discussions.

No children show evidence in under performing in RHE. Even those children who are disadvantaged or SEND certainly benefit from being given time to discuss, talk about their feelings and emotions.

The use of circle time has given confidence to some children (either boys or girls) to talk about feelings, worries, emotions and concerns where before they would often hold back.

Intent:

- At Laburnum Primary School, we appreciate the importance of Science as one of the core subjects taught in Primary Schools, and give its teaching and learning the prominence it requires.
- Science teaching is concerned with increasing pupils' knowledge and understanding of our world, and developing skills associated with Science as a process of enquiry. It will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.
- At Laburnum Primary School, in conjunction with the aims of the National Curriculum, our Science teaching offers opportunities for children to:
 - develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics;
 - develop understanding of the nature, processes and methods of Science through different types of scientific enquiry which help them answer scientific questions about the world around them;
 - be equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future;
 - develop the essential scientific enquiry skills to deepen their scientific knowledge;
 - use a range of methods to communicate their scientific information and present it in a systematic, scientific manner, including I.C.T., diagrams, graphs and charts;
 - develop a respect for the materials and equipment they handle with regard to their own, and other children's safety;
 - develop an enthusiasm and enjoyment of scientific learning and discovery.

Implementation:

- The National Curriculum provides the progression, structure and skill development for the science curriculum taught throughout the school. Where appropriate, links are made to termly topics or current affairs, to provide a creative, relevant and balanced programme of study.
- At Laburnum Primary School, children have weekly lessons in Science throughout Key Stage 1 and 2, following Developing Experts as the primary scheme of learning. Due importance is given to the use of correct scientific vocabulary, and links are made with the statistics elements of the maths curriculum. In Early years, science is taught through the children learning about the world around them in their learning through play. A range of enrichment opportunities are provided in Science, including Science curriculum days, visits from "real life" science professionals, learning in our local environment and educational visits such as the National Space Centre.
- We aim for our Science curriculum to provide the children with the confidence and motivation to continue to further develop their scientific knowledge and skills in the next stage of their education and life experiences.