

Upton Westlea Primary School

Curriculum Policy



Approved by staff: January 2024

Signed: K Carruthers

Approved by Governors: February 2024

Signed: H Burrell

Review Date: January 2025

Policy Statement

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key Stage 1 and 2 ready and secondary ready) and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities.

We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

At Upton Westlea Primary School we view the design of the curriculum as an evolving and fluid process which takes into consideration: the needs and character of our children; the children's prior learning; children's experiences; the community in which the school exists and the statutory curriculums (Early Years Statutory Framework and National Curriculum). We have designed a curriculum, which teaches what matters to our children so that they know more, remember more and understand more.

Curriculum Definitions

When collating this policy we have agreed the following definitions:

Intent – the rationale for our curriculum choices and what we want pupils to know and be able to do

Implementation – how you teach our intended curriculum

Impact – the extent to which pupils have learned what we intended them to learn, and how we know this

Intent

At Upton Westlea our vision is to create a primary school in which it's pupils 'succeed, learn and are inspired'. We want to help each child become a caring, confident and curious young person who has a passion for learning and achieving. We will do this by supporting, guiding and inspiring our children through excellent teaching practices. By working with our families we will create an aspirational school community in which everyone is valued and successes are celebrated.

Aims

Work in partnership with families to create an aspirational school community.

Establish opportunities that will expand horizons.

Support, guide and inspire through excellent teaching practices.

Teach our children to be caring, confident and curious individuals.

Lay the foundations to motivate and challenge our children to achieve academic success.

Enable all children to develop resilience, independence and self-discipline.

Appreciate the uniqueness of each child and recognise their potential.

Upton Westlea Expectations:

- Staff have high expectations of themselves and all children.

- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from children.
- We expect children to make sustained progress in lessons.
- We expect teachers to systematically check understanding, intervening in a timely manner when needed.
- We expect children to be challenged.
- We expect teachers to regularly provide constructive feedback through a variety of methods e.g. verbal, marking etc.

At Upton Westlea the curriculum is designed to:

- Recognise children's prior learning.
- Provide first hand experiences.
- Allow the children to develop interpersonal skills.
- Build resilience.
- Become creative, critical thinkers.
- Provide opportunities for children to recall previous learning to support their future learning.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities (see enrichment maps) to engage learning and believe that childhood should be happy, investigative and an enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Community involvement is an essential part of our curriculum as we participate, celebrate cultural / local traditions and events learning new skills to enable the children to take an active role in events throughout the year.

Children leave Upton Westlea with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Implementation

At Upton Westlea Primary School, we are aware that the children's learning needs to keep pace with our rapidly changing world. Our creative curriculum is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity, stimulate their creativity and reflects the pupils' cultural capital. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning across subjects. There is a strong emphasis on not only building up the knowledge, understanding and skills within each subject but also why the chosen learning programme is important to the here and now.

We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

Subject Leadership

The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skill to be able to lead their areas effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities. They are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders at all levels, including Governors regularly review and quality assure the subject areas to ensure that it is being implemented well and coverage and breadth and balance is adequate.

In order for us to be able to deliver the best and most up to date curriculum we wherever possible provide staff with high quality CPD in their subject specific areas of leadership or teaching role. This training may be provided within clusters, our EIP, in-house, CWAC or nationally.

Early Years

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage (EYFS), published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum using skills from all areas of learning to develop the pupils' written, mathematical, investigative and creative skills. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We have also included the learning of music and computing skills in our curriculum.

The creative and structured environment, together with the broad curriculum, encourages the development of the whole child by:

- placing importance on reading, writing and mathematics, as early work on literacy and numeracy lays the foundation for all future learning.
- foster children's curiosity and appreciation of the world around us through a range of topics.
- encouraging all children to do their best by praising their efforts and achievements, and providing an environment in which they can learn to work hard and gain self-esteem.
- providing opportunities for children to work as a whole class, in small groups, with partners and as individuals.
- promoting self-discipline and personal qualities such as good manners, polite behaviour and thoughtfulness towards others.

Continuous Play is an important part of the weekly timetable. The amount of time allocated to this will reduce as we progress through the academic year.

Please read the EYFS policy for more details and information.

Long term and Medium Term Plans can be found on the website.

Early Years Statutory Framework

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

KS1 (Year 1 and 2) and KS2 (Year 3-6)

The National Curriculum is used as the baseline from which we develop an enhanced and creative curriculum to extend knowledge, to develop skills and interests of all the children in our school. We offer children a challenging and extensive education, placing due emphasis on English, Mathematics and Science whilst enhancing all areas of each and every child's development by incorporating the arts, sports, humanities and technology.

The curriculum is coherently planned and sequenced, so that children make good progress and are working towards the end point of their learning so that they secure the knowledge, skills and understanding required at the end of each year group and key stage. We ensure that there are opportunities for pupils to apply the knowledge, understanding and skills they have learnt across the curriculum and not simply in isolation so that meaningful links are made between subjects in our termly topics. We aim to maximise connectivity so that pupils link new learning with previous learning in other year groups and wider curriculum ideas.

English - Reading

We want to support, guide and encourage children in developing positive attitudes to reading so that it is a pleasurable and meaningful activity. We explicitly teach Reading in the following ways: Phonics, Shared Reading and Guided Reading, whilst promoting Independent Reading, Reading for Pleasure and Home Reading. Children are provided with a range of reading experiences as part of the Pathways to Write methodology that is followed for English to develop writing skills.

Phonics is taught utilising the planning and resources from the Little Wandle programme.

In Year 2 and beyond, children follow the Pathways to Spell scheme.

In shared Reading, the teacher models the reading process to the whole class as an expert reader, providing a high level of support and guidance. Texts are rich and challenging and predominantly based around the Texts from Pathways to Write units or as part of their additional texts suggestions. Teachers also choose to read a class text that captures the interest of the class, potentially too challenging for them to access independently. This is a further opportunity to develop inference skills and provide a variety of interesting vocabulary.

In Guided Reading, texts are chosen by teachers for the class to provide them with appropriate level of challenge. Texts and extracts are selected from a range of texts and resources. Other texts are utilised such as FirstNews and texts from texts linked to topics. Teachers aim to provide the children with opportunities to experience a range of texts, including Fiction, Non-Fictions and Poetry based texts. Reading for pleasure is also incorporated into Guided Reading through weekly 'Book Club'.

Children are encouraged to adopt a healthy attitude towards reading at home and we have an expectation that children in Early Years and KS1 read 3 times a week. This increases to 4 times a week in KS2. Children also have the opportunity to choose a book from the class library that they can take home to read for pleasure. Children do have guidance from adults so they choose appropriate texts that they can read independently, but if a child wants a specific text that is beyond their reading ability, they can take it home to share with an adult.

Parents are asked to sign the Reading Record to show their child has read and this also offers parents an opportunity to ask any questions regarding their child's reading journey. When children have read the expected amount of times, they receive a ticket into the golden box. At the end of each half term, a child's name from each class is picked out of the Sparkly box and receive a £10 book token. At the end of the academic year, all the golden tickets are put together and one ticket from EYFS and KS1 and one ticket from KS2 are drawn to win a kindle.

English - Writing

Our school uses Pathways to Write for the teaching of writing. These are units of work which develop vocabulary, reading and writing skills. All of the skills are taught through a mastery approach where children have the opportunity to write for a range of purposes across all year groups using high-quality and inspirational texts which have strong, creative links to other areas of the curriculum.

Our children develop and practice writing skills over a series of short tasks, focusing on 3 key objectives from year group objectives. To support writing we use modelled, shared and guided writing opportunities as well as a range of hooks such as imagery, sound and short film clips. We also aim to develop a growing vocabulary by promoting and investigating the language used in the texts through discussion, activities, word of the day/week and through display on our evolving working walls.

Throughout the writing process, children are expected to plan, share ideas, draft, evaluate, revise and edit their work with increasing confidence. At times, children will publish a piece of their writing in order to promote handwriting and presentation skills.

As a school, we use Letter join in KS1 and KS2, children are taught handwriting using Letter Join. We use bespoke books with triple-lined paper in English and handwriting to ensure high expectations of handwriting presentation.

To develop accuracy of spelling and continue the use of phonics from Year 2 to Year 6, we use a spelling programme called Pathways to Spell. This programme focusses on all the spelling conventions and rules to be introduced and taught in each year group. In addition to this, many of the statutory words from the National Curriculum are taught

through the Pathways units. Vocabulary development sections are evident in planning for each text to ensure coverage across each year group.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmesof-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

For Mathematics, Upton Westlea use Maths No Problem. Maths No Problem is a Mastery approach for teaching Maths. The children work through the different chapters of the textbooks and cover the full National Curriculum over the course of the year. Each year group has their own scheme to follow. The objectives are split down into smaller steps to ensure children gain a good and deepened understanding of the concept being taught. The schemes can be found attached for each year group. On entry in the morning the children complete Morning Maths which focus on consolidation of mental calculations, times tables, written methods and fractions. In lessons, the teaching follows the same structure to ensure a consistent approach which provides children with the opportunity to discuss and collaboratively with their peers on the mathematical learning. Key Stage 1 also follow the Mastering Number programme to support the children's understanding of number.

Planning is taken from the White Rose Scheme for Reception. Staff within Nursery and Reception use the Development Matters document to plan and enhance Continuous Provision activities to support the children's learning within Number, with Shape, Space and Measure topics being planned for during the year. Within Nursery, the areas and activities covered can be found within the half termly pacers and weekly planning. For Reception, the overview of the White Rose being taught can be found on the LTP for Maths with activities and additional information included. In lessons, the children are taught Maths in a range of practical ways in both adult led and adult directed tasks. During child initiated play, children are encouraged to develop their mathematical skills; all areas include an element of both number and SSM where appropriate. Cross curricular links are made wherever possible and areas enhanced to provide challenge for pupils, giving children the opportunities to apply their skills in a range of different contexts. As a school, we have introduced Mastering Number. Mastering Number is a programme that supports the children's understanding of number and helps to support deepening their understanding within daily sessions.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematicsprogrammes-of-study>

Maths No Problem:

<https://mathsnoproblem.com/teaching>

Science

In Science at Upton Westlea, we try to teach our children how to find things out, rather than teach them facts to learn. We use a range of enquiry types: observation, identifying and classifying, fair and comparative tests, pattern seeking and research. These help us answer the questions we have about the world.

At KS1 and KS2 Science is taught both as a discrete subject and as one linked with other areas of the curriculum through a theme related to 'Pathways to Write' where appropriate. The aim of linking science to a theme is to put it into context and make it more meaningful by doing so. The National Curriculum programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage.

Practical equipment is available and should be used whenever possible, and resources are held centrally for all classes to use as appropriate. Schemes of work and website subscriptions are also available to help teachers with planning and delivering lessons to engage and inspire. Wherever applicable, children will be given opportunity use IT to support their work in science.

To enhance our curriculum, members of staff are encouraged to plan in enrichment opportunities linked to Science including trips, visitors, workshops, Science clubs and taking part in Science week.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-scienceprogrammes-of-study>

Art and Design

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a creative way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. We teach art over two days, usually at the end of a half term. Over the year, the children will study the skills of printing, textile art, collage, 3D sculpture, drawing/ painting and when appropriate Digital Art. Each class also carries out studies about different artists and their work, looking at the techniques and skills they use. We have found the two art days provide the children with the opportunity to become fully immersed in the skills they are focusing on, have the time to explore, experiment, plan and create their art work and provides the space to be creative.

Our school hall holds an outstanding piece of art from each class, from Nursery to Year 6 and including our Resourced Provision for children with Autism. We truly celebrate art in our school and are always looking to extend the existing partnerships we have with artists and organisations.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-designprogrammes-of-study>

Design and Technology

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas, and eventually making products and systems. Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts.

Design and technology is taught linked to the classroom theme, when appropriate. Some classes teach design and technology in their weekly timetable and others prefer to teach it in a block. This is flexible and depends on the units being taught. Throughout their education, the children have opportunities to explore construction, electronics, mechanics, food and nutrition and to use their knowledge of computing within the products they are creating. The children also research and explore the works of famous architects, fashion designers, chefs and craft makers.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-andtechnology-programmes-of-study>

Drama

Drama is used as a key tool and learning technique in developing oral skills, vocabulary, building confidence, being imaginative, expressive, understanding a text or information and developing the use of spoken and then written language. 'Hot Seating', 'Role on the Wall', 'Freeze Frames' and 'Thought Tracking' are popular techniques used in English lessons when developing our Pathways to Write schemes. They allow the children to develop their understanding of the characters and events of the texts, enabling them to internalise the text, which later supports them in writing. These techniques are also used in other areas of the curriculum, again to develop the children's understanding of an event in time or Historical figure for example.

Imaginative role play is fundamental to developing the whole child, not only in EYFS but also as the children develop and our curriculum provides opportunities to perform to wide audiences through events and key festivals.

Computing

To be a good computational thinker we need to demonstrate the ability to solve problems, design systems and understand the power and limits of human and machine intelligence. We display this through the three aspects of the computing curriculum: computer science, information technology and digital literacy.

At Upton Westlea we do this by;

Computer Skills

Our children should acquire and develop the skills associated with Computer Science in order to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems
- Solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in programs
- Work with variables and various forms of input and output.
- Use logical reasoning to explain how some algorithms work and detect and correct errors in algorithms and programs.
- Understand computer networks including the internet

Information Technology

Our children should acquire and develop skills associated with Information Technology in order to:

- Use search technologies effectively.
- Select, use and combine a variety of software 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.
- Acquire and refine the techniques eg saving, copying and checking the accuracy of input and output needed to use IT.
- Develop the skills of collecting first hand data, analysing and evaluating it, making inferences or predictions and testing them, drawing and presenting conclusions, and use all these in their work with ICT.

Early Years

- Early Years learning environment should feature ICT scenarios based on experiences in the real world, such as roleplay.
- Children gain confidence, control and language skills through opportunities to 'paint' on interactive board/devices or control remotely operated toys (cars/beebots).
- Recording devices can support children to develop their communication skills.

Key Stage 1

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Key Stage 2

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems (makey-makey kit and crumble kits); solve problems by decomposing them into small parts.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predict outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- 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.
- Describe how internet search engines find and store data; use search engines effectively; and be discerning in evaluating digital content.
- Use the internet respectfully and safely by respecting individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software to accomplish a given goal, including collecting, analysing, evaluating and presenting data and information.

To ensure all children have a good understanding of being safe when using technology and the Internet, school use SCARF lessons from the PSHE curriculum to ensure all children understand how to be safe when using technology. We also provide other learning opportunities with sessions held with the school's PCSO and Queensberry who work with Year 6 children to support their transition to High School.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computingprogrammes-of-study>

Modern Foreign Language

Children in KS2 are taught French as their Modern Foreign Language. A variety of spoken words and phrases are embedded into their learning and children are encouraged to rehearse these words and phrases and use them within different contexts and situations. French is taught weekly, through a variety of games, songs and rhymes and children are given opportunities to listen to native French speakers, to develop their own French speaking skills through repetition and practice. As well as the language, children are given opportunities to explore France as a country; its capital, landmarks and traditions.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languagesprogrammes-of-study>

Music

We use Charanga Musical School online programme as a basis for our weekly music lessons, which ensures high-quality and engaging music provision is provided for all children, across the year groups. The online programme as allows us to ensure clear coverage of the curriculum and progression of skills is evident. The lessons within each unit are based on listening and appraising, musical activities, improvising and composing and singing and performing. When appropriate, class teachers have created their own music units that link to their current classroom topic e.g. year 6 covered war time songs when studying World War 1.

As well as the discreet music lessons, singing and other musical opportunities are used to enrich the education of the children. Weekly assemblies and opportunities to perform as a solo, group or whole school provide children with an authentic experience and develop their understanding of performing to an audience. We have a school choir that runs throughout the year, and again takes part in numerous performances for a variety of events. Year 5 have the opportunity learn how to play a musical instrument and play as part on an ensemble. We also encourage children to

listen to a wide variety of music, so we choose a composer of the term whose music is played at the beginning of each school assembly.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmesof-study>

Physical Education (PE)

At Upton Westlea Primary School, we strive for all children to take part in physical activity daily to boost physical confidence in a way which supports their health and fitness. PE is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum is delivered either outside (on the playground and school field) or inside (in the school hall). The focus throughout Foundation Stage and Key Stage 1 is to develop balance, agility, control and coordination. Moving to Key Stage 2, children will develop their skills through gymnastics, dance and athletics. They will also apply skills within team games which include invasion, net/wall, fielding and striking. From Year 3 children will begin swimming lessons at a local pool.

We believe it is important that every child has the opportunities to compete in sport and other activities to build character and help embed values such as fairness and respect. Throughout the year, Upton Westlea Primary School participate in intra-school tournaments where children represent house groups and participate in a variety of inter-tournaments and matches against other schools.

In addition to curriculum sport, we have an extensive list of sports clubs, which are run after-school throughout the year. These clubs provide opportunities for all children to develop their skills or try new activities and sports.

National Curriculum PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-educationprogrammes-of-study>

PSHE

Our Personal, Social, Health Education (PSHE) and Citizenship is a planned programme of learning through which pupils acquire and build cumulative key knowledge, skills and understanding required to lead confident, healthy, independent lives and to become informed, active and responsible citizens. As part of a whole-school approach, PSHE prepares and develops individuals with the qualities, responsibilities and attributes pupils need to thrive in an ever-changing, dynamic society. We encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so, we support students to recognise their own worth, work well with others and become increasingly responsible for their own learning. Our PSHE curriculum is embedded with opportunities for students to develop cultural capital through social, moral, spiritual and cultural (SMSC) education. Students learn how to keep themselves and others healthy and safe, including online, and students receive an appropriate curriculum for their needs, including amended curriculum provision or alternative curriculum provision where appropriate. Through PSHE, we enable pupils to reflect on and develop integral British Values, including how to be positive and active members of a democratic society.

Throughout the school, timetabled PSHE lessons from the SCARF programme which explicitly support pupils to keep themselves and each other safe, including - but not limited to - Drugs Education, Relationships and Sex Education (RSE), Health Education and Online Safety. Researched Schemes of Learning have also been included within the PSHE curriculum and the sequence of content necessary for students to make progress will be communicated. This includes teaching the cumulative skills from: SCARF; No Outsiders; Different Families, Same Love; Prevent (Preventforchoools.org). This explicit Prevent lessons are to incorporate the teaching of British Values. Upper Key Stage 2 will also have further lessons on Relationships and Sex Education (RSE), including Transgender and Non-Binary identities in Year 6. A range of assemblies will also be used to deliver SMSC and PSHE education across both Key Stage 1 and 2. This will take the form of discussing the SCARF values and the No Outsiders scheme. This further includes a celebration assembly which awards pupils achieving the a 'Value of the Week' from each class. Specific event assemblies also take place, such as Halloween/ Bonfire talks, NSPCC 'Stay Safe' and Road Safety. PSHE teaching will be further supplemented by school-wide practices, including – but not limited to – a playground buddy bench, worry

boxes, kindness jars, class dojos and classroom monitors. In addition to the formal subject curriculum, other experiences within the school will further develop the pupil's SMSC and active citizenship, such as taking part in community projects; clubs; Gifted and Talented enrichment activities; horse-riding; local events; charity fundraising; planning school special events such as assemblies or open evenings; having a vast amount of roles around the school such as the School Council; celebrating events such as Mental Health Week and Anti-Bullying Week; having visitors in for workshops such as those from Chester Zoo, Oral Health, Handwashing, Emotional Wellbeing, Healthy Packed Lunches, PCSOs, Firefighters, Army, Safety Central, Bike Safety, NSPCC and Inter-Faith Day; trips to various religious buildings will also be included in the curriculum; intra- and inter-school competitions and many more (see further enrichment activities and events on the Upton Westlea Website).

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-educationpshe>

Religious Education

We follow the Cheshire West and Chester Agreed Syllabus for Religious Education (2019) produced by the Cheshire West and Chester SACRE. Religious Education (RE) is taught to all children, except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils as well as nurturing British Values. It reflects the fact that the religious traditions in Great Britain are in the mainly Christian, whilst also taking into account the teaching and practices of other religious and non-religious perspectives represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of different religious and non-religious perspectives, practices and rituals. Children will be encouraged to consider, reflect and develop their own beliefs and values whilst not steering them to any particular religious or non-religious beliefs or philosophies. Our RE lessons are based on a big question each half term, pupils make connections and collect clues to help them to answer the big question. Our work is concept driven and we often focus on key words to develop religious literacy and equip us with the skills which are needed to discuss religion and secular outlooks.

Religious Education DfE Guidance

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-nonstatutory-guidance-2010>

Geography

A good geographer should understand the need to know more about our planet and the way we live. To be a good geographer you need to understand the relationship between the physical and the human world and the way the planet works and the way it affects those of us living on it. A good geographer needs to be inquisitive, analytical, critical, logical and resourceful. They need to have effective communication skills, be organised, and apply this to both human and physical geography. We have two common strands that run through our Geography Curriculum, they are Transport and Travel and Weather and Climate.

At Upton Westlea Primary School we follow our own Geography curriculum which has been written to meet the needs of our children, making full use of our local area. It provides a curriculum programme that fully meets the requirements of the National Curriculum. As well as providing a complete geography curriculum it also makes meaningful cross curricular links with other subjects and SMSC. It supports children to understand the world as it really is and develop the skills they need to do this.

In EYFS Geographical skills are taught through Understanding the World.

Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geographyprogrammes-of-study>

History

Children at Upton Westlea, are taught the fundamental knowledge and skills of History, through a topic themed approach. Topic webs are created half termly, to outline how the History topics are covered across the year groups and how History interlinks with other subjects across the curriculum. It is important to our school, that History is

enriched through other subjects such as Art, Music, English, Geography and where appropriate Maths and Science and gives plenty of opportunity for our children to make links to real life and present day. Whilst learning about different historical events, we place an emphasis on developing a chronological understanding of when and where things happened in time; using timelines to support this. Class trips are also a popular and essential part of our curriculum and help bring History to life. We have two common strands that run through our History Curriculum, they are Culture and homes and People of the past.

A good historian should be curious and inquisitive about events in the past and recognise how these have impacted upon the way we live our lives today. They should be able to question and give opinions about different events in history and recognise the practical and social implications of the decisions made throughout time; with some thought into whether these decisions were considered morally acceptable.

At Upton Westlea Primary School, we view History not only as simple facts and dates but encourage pupils to become detectives who explore the past in an exciting way. History is taught mainly through a topic-based approach and gives pupils a chance to explore in a varied approach in which the past may come alive.

History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. We teach children to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We encourage first hand experiences through handling real artefacts and wherever possible arranging fieldwork visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops.

Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmesof-study>

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. (see half termly enrichment maps).

Trips and Visits

We plan a series of trips each year for each year group and these are communicated to parents at the start of the academic year wherever possible. The trips are linked to the children's learning for example a Romans topic will include a trip to Chester to experience life as a Roman Soldier. Our location gives us access to a wealth of historic and educational institutions in and around Chester and Liverpool ensuring that local facilities and sites are selected for visits and supported by the school, for example, Leasowe Lighthouse, Chester Zoo, Grosvenor Museum and the Storyhouse Theatre. We have formed relationships with small organisations around Upton and incorporate activities with them into our curriculum eg Science week at Weston Grove Fish and Chip Shop, financial management at Lloyds Bank, World Book Day and Reading sessions with Upton Library.

We plan residential trips for our Year 2, 3, 4, and 6 pupils. Year 2 will spend one night away in a local centre and this will help to prepare for longer stays in their future education.

Workshops and specialists

Each year group wherever possible and appropriate will take part in a variety of workshops throughout the academic year. These will link to their topic work or to a whole school theme. We invite specialists from a range of institutions eg Chester Zoo, Altru Drama, Healthbox into school. We also have links with independent educationalists like Chester veterans. We invite the local PCSO into school to deliver talks about being safe, on-line safety and run parent workshops/talks too.

Themed days and weeks

Throughout the year we have themed weeks including Science Week and Health and Sports Week to help boost exercise and good nutrition. Themed days are also incorporated into the curriculum. These may be designed to fit with

national initiatives eg World Maths Day (school made the decision to make it a Maths week). UK Parliament week is a yearly feature for the children to support their understanding of democracy and the UK Parliament.

Each term we have Family Members to School week where parents are invited into school for the afternoon to work with their children. Activities may include reading, art, sport etc.

Extra-curricular activities

A range of age appropriate clubs are offered after school for Reception (in the Summer Term), Key Stage 1 and 2 pupils. Typically, these could include sewing, art, dance, bead making, football, computer coding, film making, gardening and even magic! plus much, much more. We encourage pupils to join our choir which opens opportunities to participate in 'AmaSing' which enables pupils to combine a love of drama, dance, poetry and singing.

Impact

The impact of our curriculum is measured in many ways:

- Children achieve well by developing knowledge and skills as they progress through the school. This is reflected in the results that are achieved at the end of Early Years Foundation Stage, Key Stage 1 and Key Stage 2.
- Our curriculum and environment fosters pupils who are respectful, polite, and honest and contribute to the community in a positive manner.
- The children leave us in Year 6 as confident, ambitious, independent and well-educated young people who are ready for the next part in their education.
- Teachers continually use assessment of the children's responses and the work they produce to measure impact.
- Subject leaders complete a regular programme of monitoring, evaluation and review. This includes book scrutinies, learning walks and lesson observations to measure the impact of teaching and learning.
- Pupil interviews / voice help to gauge children's engagement and enjoyment of the curriculum.
- Teachers and leaders use the school's curriculum assessment data to support judgements on the impact our curriculum is having.

Monitoring and Evaluation

Subject leaders are responsible for the monitoring and evaluation of their own subject area. Time is given to all subject leaders to enable them to successfully carry out their roles and responsibilities, without adding to extra working.

Mrs V Field has overall leadership for the Curriculum at Upton Westlea.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.

Wrap Around Care

We provide an 'extended day' for working parents and carers from 7.45am until 6pm, and aim to keep the costs for this provision neutral. Breakfast care allows parents to drop children off early. The pupils are given a healthy and nourishing breakfast. After school children are cared for in an environment that allows them to socialise, engage in playing with appropriate games and toys, as well as read and relax. There is a planned programme of activities for this time slot each day. They are also given a light tea.