

Curriculum Policy



Policy

Reviewed: July 2023

To be reviewed: September 2025

St. John's C.E. (C) Primary School

Curriculum Policy

Rationale

Children in Primary Education (state schools) are required by law to follow the National Curriculum for England, re-written for September 2014 in Years 1 – 6 and the Early Years Framework in Nursery and Reception year groups. At St. John's we aim to deliver the curriculum in way that is stimulating, engaging, challenging but accessible for all abilities and progressive. In keeping with the Christian ethos of our school, children are taught to respect different cultures and beliefs that are found in God's world. Our Christian Values underpin our curriculum and are well embedded within the ethos of school and everyday lives.

Aims and Objectives

- Briefly indicates what our curriculum consists of and the foundation blocks that underpin it, making it unique to St John's.
- Describes what each subject should be based on – Intent Statements.
- Ensures that subjects are covered sufficiently.
- Ensures that the curriculum is taught based on the needs of our children and their families.
- Sets out some subject specific intentions.
- Helps to provide high quality teaching for all in school.
- Ensures children develop their skills, knowledge and understanding and transfer these to their long-term memory.

Practice and Procedures

A variety of teaching methods are used to reflect the needs of all pupils. These include a mix of class teaching, cooperative groups and individual work both indoors and outdoors. Resources and activities are varied to enable all children to learn effectively. They are provided with appropriate resources and experiences including the outdoor environment and computing, to support them in their work. Children are encouraged to ask and answer questions. Discussion and talk frames (oracy techniques) are a vital part to successful learning at St John's.

Curriculum planning is in three phases – long, medium and short term. The long-term planning identifies the areas taught and when, medium term planning is more detailed and is based on learning objectives from the programme of study. Teachers develop short term lesson plans based on their knowledge of children's progress both during and at the end of each unit of work. Planning in the Foundation Stage relates to the EYFS profile, or if appropriate for more able pupils, to the KS1 programme of study. Learning is incorporated into appropriate areas of the continuous curriculum. Key Stages 1 and 2 are based on the National Curriculum.

Assessment is used to measure attainment and progress and is carried out differently depending on the subject. Teacher Assessment includes observations, discussions and outcomes in books. Children are made aware of their progress and targets for future work through verbal and written feedback, and where appropriate, through peer and self-assessment. Teachers report annually to parents about children's progress through end of year reports. In Foundation Stage the EYFS Profiles are used to record children's progress. The subject leader monitors planning and outcomes to ensure progression and continuity. S/he supports colleagues in teaching the subject content and developing the detail within each unit, keeping them abreast of new initiatives. Renewal and updating of resources needed to deliver the curriculum, within budget restraints, is also the responsibility of the subject leader. Teachers are responsible for making any specific requirements known to the subject leader.



Our Rainbow Curriculum!








Intent

What is our definition of learning at St John's?

Learning at St Johns takes place on a continuous basis in school and at home. It underpins all aspects of everyday life and is a never-ending journey that children and adults travel on. Learning involves building on knowledge and experiences to further develop knowledge deeper and learn new skills that can be applied to different situations. Learning is underpinned by pedagogy and tried and tested subject specific elements that our experience staff feel enable children to achieve and progress. Learning is monitored in the short term by assessment but subsequent auditing of learning shows our children have learnt the knowledge and it is now in the long-term memory.

How is our Rainbow Curriculum structured at St John's?

Our rich and broad curriculum is called the Rainbow Curriculum, which gives everyone a strong sense of belonging. The rainbow is a prominent symbol that focuses our school vision. The Rainbow Curriculum consists of:

-  Maths
-  English
-  Foundation Subjects
-  Enrichment and
-  Our Spiritual Journey

We always remember our rainbow, which is surrounded by the Sun, Moon and Stars. This helps us to think carefully when defining our curriculum.



Sun



Moon



Stars

Intent: What are we teaching and learning through the curriculum?
Does it cover the National Curriculum and what principles is it based on – the key features?

Implementation: How do we teach and assess our effective, engaging and interesting curriculum?

Impact: Why are we teaching the aspect of the curriculum/task and what is the outcome of it?

Implementation:

At St John's C E (C) Primary School, we offer a broad and balanced curriculum that gives every child a wealth of learning experiences throughout his or her time in our school.

We follow the National Curriculum for Key Stage 1 and Key Stage 2. In Reception we follow the Early Years Foundation Stage Curriculum. We strongly believe though that these statutory curriculums are only one element in the education of our children. We aim to broaden a child's knowledge, skills and experience through an enriching curriculum that inspires learning, transfers knowledge to the long-term memory and supports the development of creativity, problem solving and enjoyment in learning. Further to this, we want to ensure our children feel happy, safe, engaged and challenged in their learning. We aim to provide an experience of school life and learning that allow our children to become independent, resilient, 'well-rounded', responsible and self-motivated citizens.

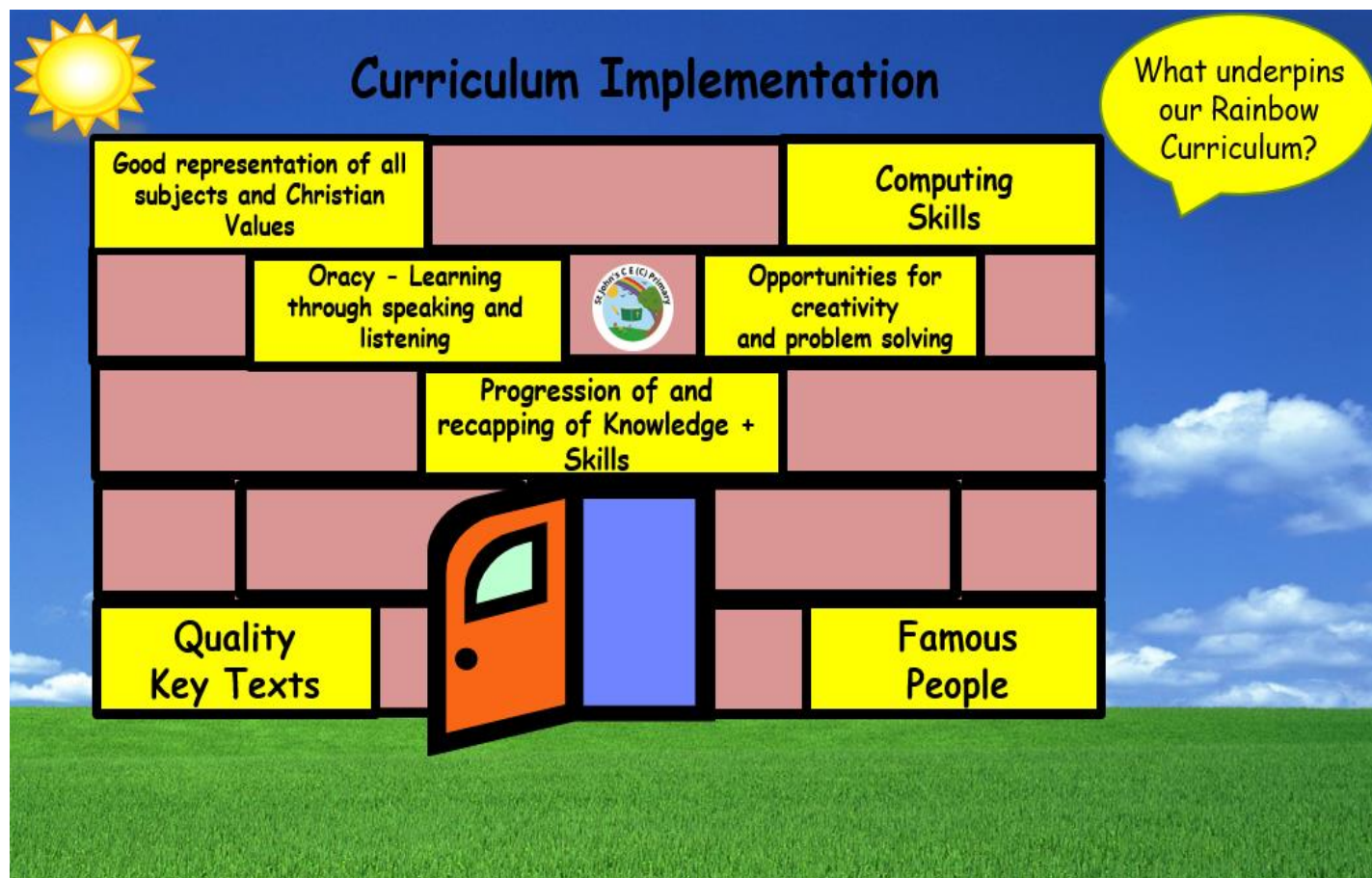
For us, the term 'Cultural Capital' means giving our children the prior knowledge, skills, understanding and experiences to enable them reach intended outcomes within specific subjects. It gives the children at St John's the vital background knowledge to be informed and thoughtful members of our community who understand and believe in British values. This is very different to a child-led approach (following the interest of the children) to the curriculum. We feel that in all sequences of work there is scope for both cultural capital learning and child-led learning and that the balance between these alongside the breadth of learning is important for the children of our community.

Below is a table that shows schemes of work used in different subjects to ensure that planning is progressive and ensures knowledge is transferred to the long-term memory and built on lesson after lesson. The schemes of work also ensure that teaching is consistently of a high quality and consistent across and within year groups.

The colours relate to the subject colours used for planning by teachers and also Subject Coordinators.

<u>Subject</u>	<u>Scheme of work used to aid planning and delivery</u>
Art	CUSP
Computing	Purple Mash
Collective Worship/Church Group	Various but Roots and Fruits as a basis for themes.
DT	CUSP
English - Reading (including Phonics)	Read, Write Inc (Phonics) and VIPERS (KS2)
English - Writing	Pathways to Write
Geography	CUSP
History	CUSP
Maths	White Rose Maths
MFL - French	I Languages
Music	Charanga
PE	Get Set for PE
PSHE	Jigsaw
RE	Understanding Christianity (Diocese) and Believing and Belonging (Kirklees and Calderdale syllabus)
Science	CUSP

Below is a representation of the key building blocks (curriculum drivers) that our curriculum is based on at St John's.



- Our curriculum breadth is shaped by our curriculum drivers, cultural capital and subject topics.
- For each subject of the National Curriculum, we have key concepts (knowledge and skills) that are progressive for each year group. These are used to inform the teaching and delivery of subjects and also are used as part of assessment.

The teaching of key skills is delivered through a creative and stimulating approach. Key skills and knowledge are recapped and built upon in a quality sequence. Where appropriate cross curricular learning may be used in order to allow children to understand the links between curriculum subjects and to apply their skills from one subject area into another. Furthermore, we hope our curriculum provides continued opportunities for the children to develop and pursue their own interests in learning and to take a greater lead and responsibility for their own learning. We follow both Understanding Christianity (Diocesan) and Believing and Belonging (Kirklees and Calderdale) syllabus for RE.

We also follow the Jigsaw scheme of work for the promotion of the spiritual, moral, cultural and social development of children at our school. This series of themes helps to prepare our pupils for the opportunities and responsibilities of adult life.

As required, we teach RSE across all key stages in line with the agreed syllabus.

For each unit of work on our long-term plans, we have knowledge organisers that show the coverage of skills and knowledge and also the vocabulary needed. The key skills/knowledge concepts for each unit are shown in the subject organisers. Elements of these are incorporated into Knowledge Organisers for each subject.

At various points in the year, parents and carers will be invited to open days/workshops to see evidence of our Rainbow Curriculum at St John's.

Finally, our school values and vision statement are promoted throughout our Rainbow Curriculum, which is underpinned by the biblical reference:

*We strive, shine and aspire to be the best
we can be along our rainbow path to the
future, remembering God's everlasting
promise (Genesis 9:16).*



*Together in love we learn with
Respect, Hope, Friendship and Forgiveness.*





Impact:

In our implementation model, described above, it is also important to note that there are many other blocks that we consider and also that in the representation there is no roof. This is because we firmly believe that these blocks need to be constantly reviewed and possibly changed, which is why annually we will carry out a curriculum audit, which includes taking into account the views of the children, parents, governors, staff and possibly external agencies.

Questions we consider are:

 What are our children interested in?

 What do the children want to learn about?

-  What will the future be like for our children?
-  Does our Rainbow Curriculum reflect the needs of our community?
-  Can we add anything to enhance learning from everybody's suggestions?
-  Are our topics and themes still relevant and enjoyable for our children and families?

Assessment: Children are assessed against subject specific statements - see Assessment policy. Learning is monitored in the short term by assessment but subsequent auditing of learning shows our children have learnt the knowledge and it is now in the long-term memory and the quality of the semantic strength (how easily children can use and apply their knowledge in the long-term memory. For all subjects, children's attainment can be described as 'Working below' or 'Working at' the expected standard or Greater Depth (working above the expected standard for the age group). For Maths, Reading and Writing in KS1 and KS2, 'Core Subjects,' a 9-point tracking scale is used and completed on a termly basis.

Monitoring - Subject Coordinators: Subject Coordinators have responsibility to have an oversight into assessment and monitoring of learning overtime within their subject area. Leaders should be monitoring the coverage but also report on the progression related to their specific subject. Units of work should build on prior learning - it should not just be the learning within that particular unit. Each subject leader leads staff in developing knowledge organisers, which are consistent across year groups. Leaders will also ensure that the following are in place and form part of the subject's progression document:

- ✓ Long Term Subject plan for all year groups.
- ✓ Domains/areas of the subject.
- ✓ Subject Narrative (what the subject looks like in Early Years, KS1, Lower KS2 and Upper KS2).
- ✓ Medium Term Planning.
- ✓ Progression Map.

These will help to ensure that deliberate practice takes place to reach end points.

Cognitive scientists state that children have a limited working memory and knowledge needs transferring to the long-term memory frequently. The more that children have in the long-term memory, the more children can store in their working memory - this includes more capacity to be creative. The role of children sensing success and not children's interests, keeps them engaged in the curriculum. Subject leaders at St John's should be able to look for and describe success within their subjects, which shows we are promoting this, in line with our whole school ethos.

Subject Ambassadors (children):

- ✓ Subject Ambassadors will allow our pupils to have a voice in how the curriculum subjects are taught across the school at St John's Primary.

- ✓ They will meet termly with our subject coordinators to discuss what is working well within their subject area and what could be improved. Subject Ambassadors are the link between their class peers and the coordinators: passing on everyone's views in their meetings.
- ✓ Our Subject Ambassadors will also accompany the coordinators on some of their learning walks and help monitor work from across the school with them. This enables them to develop their understanding of how their subject is being taught throughout our school and therefore be able to make more informed contributions to the termly discussions
- ✓ Our Subject Ambassadors were chosen because of their passion for the curriculum area, as well as the effort they have put into the subject as recognised by their teachers.
- ✓ Subject Ambassadors wear badges - a different colour for each subject, which matches the subject colour used in the table above and on planning documents.



Together in love we learn with

Respect, Hope, Friendship and Forgiveness.

Our Rainbow Curriculum

Intent Statements

Contents

1. Art
2. Computing
3. Design and Technology
4. English - Reading, Writing, Speaking and Listening
5. Geography
6. History
7. Maths
8. Music
9. PE
10. PSHE
11. RE
12. Science



St John's C E (C) Primary School

Intent Statement

Art



Art is a powerful tool for not only allowing children to show their creativity but can be a powerful tool for children to express their emotions.

At St Johns C.E (C) Primary School, we recognise the importance of art in allowing curiosity, creativity and self-expression. Our art curriculum offers children the opportunity to create a wide range of products and art work using a variety of different media. We believe the skills children develop in art can then transfer to other areas of the curriculum enhancing and bringing learning to life.

Year on year as part of our rainbow curriculum children are introduced to a wide range of art and artists, including those from different periods and cultures, developing techniques using tools and techniques, which allows children to see how art impacts and enhances our world. Children are encouraged to discuss and comment on what they have seen and talk through ideas when planning their work. Our carefully planned art curriculum allows children to build on their learning and shows clear progression allowing children to develop the skills they have learnt as they progress and opportunities are planned for children to showcase their skills and artistic abilities.



St John's C E (C) Primary School

Intent Statement

Computing



St John's Primary School aims to provide all children with life skills in order to enable them to embrace and utilise new technology in the evolving digital world as responsible citizens. Our Rainbow Curriculum has been developed by staff to ensure full coverage of the National Curriculum. Computing skills are taught and revisited from EYFS to Year 6 to ensure all have the opportunities to develop and embed knowledge.

We want children to be aware of the rapidly changing world which is being increasingly transformed by technology. It is our intention that through our computing curriculum children will develop the skills to explore, analyse, exchange and present information respectfully. As well as becoming digitally literate, it is our aim that children will develop their resilience, problem solving skills and the ability to think critically. Computing skills enable the children to be confident, creative and independent learners as they can be transferred across the curriculum. Children's curiosity about the digital world will be encouraged, and children will be exposed to a variety of devices such as cameras, laptops, tablets, Beebots and remote controlled devices.

At St John's Primary School keeping children safe is paramount. Through our computing curriculum children will be educated on staying safe online. Children will have an awareness of the SMART rules and know how they can be responsible digital citizens, including how/who to raise concerns with if they are worried about something online.



St John's CE (C) Primary School

Intent Statement

Design and Technology



St John's Primary School aims to inspire children to be creative, thoughtful and expressive. Our design and technology curriculum has been developed by staff to ensure full coverage of the National Curriculum. Design and technology skills are taught and revisited from EYFS to Year 6 to ensure all have the opportunities to develop and embed knowledge.

We want to create opportunities for children in the wider world. Through our DT curriculum children will be taught technical skills to enable them to design, make and evaluate. The design process should be rooted in real life contexts within our topic-based Rainbow Curriculum to give meaning to learning. During the making process children will be given a choice of materials and tools, and will be questioned to explain their choices to develop their understanding of how things are made. To evaluate, children will compare the final products against their design criteria and discuss how it could be improved.

Our hands on and exciting DT curriculum allows children to develop their thinking, reasoning and evaluation skills. These skills are invaluable and can be transferred across our Rainbow Curriculum to further their learning. Opportunities are carefully planned to allow the children to work collaboratively and showcase their achievements.



St John's C E (C) Primary School



Intent Statement

English

Reading

At St John's C E (C) Primary School, our primary aim to ensure every child becomes confident in Reading, Writing, Speaking and Listening so that they can communicate their ideas and emotions to others and function effectively in everyday life. In order to achieve this, our intention is to use high quality texts to engage learners and provide opportunities for the development of English skills across the entire Rainbow Curriculum in a creative and purposeful way. Thus engaging our children and promoting fluency and accuracy in key English skills.

As part of our ethos, based around our Christian Values, we aim to inspire a love of reading by exposing our children to a variety of genres and authors, both fiction and non-fiction, so that they can make informed choices about what they want to read while teaching them to read with fluency, accuracy and understanding. Phonics is taught in a very structured way where children are stretched to meet the expectation so they can decode and blend accurately and fluently. Comprehension is taught alongside phonics and becomes more challenging and deeper as the children progress through school.

Writing

We aim to provide purposeful opportunities for writing that allow our children to become accurate writers while applying their own imagination and creativity. We encourage our children to persevere to complete sustained pieces and to edit and improve their work until it is of the highest quality. We aim to instill good writing habits in children by teaching them how to sit correctly, use the correct pencil grip and build up from Reception to children writing in joined up handwriting so that by Year 2 it is legible and consistent. All children are influenced by being exposed to reading high quality texts, followed by the modelling of high quality writing. Subsequently children then plan and write independently as well as learning the importance of effective editing and redrafting. Through teaching and improving writing across our carefully structured Rainbow Curriculum, we aim to give all children the necessary writing skills needed to be successful in their next stage of education and fulfill the demands in an ever-changing, more demanding, more competitive and developing world, which is why the children are taught to write for real and meaningful purposes.



St John's C E (C) Primary School



Intent Statement

Geography

At St John's Primary School our Rainbow Curriculum is designed to inspire children with a lifelong love of learning and to provide the knowledge and skills our pupils need to take their place in the world. In line with our distinct church school ethos, we have developed our geography curriculum with the intention of inspiring children to develop a curiosity about the world and its peoples. We aim to foster an understanding of the diverse places, people and resources of the earth and how both physical and human processes impact upon this. We want children to know about their local area; how it relates to the wider world, how they can care for the environment and why this is important. We believe this approach will help children to become responsible and caring citizens of the future. We ensure full coverage of the National Curriculum and geography is taught as part of exciting and engaging topics within each year group from, enabling progression across and within year groups. Specific vocabulary is introduced and built upon throughout the geography curriculum to support and develop understanding. Children are encouraged to ask questions and make suggestions about what they have found out, patterns they have noticed or to suggest solutions to problems, such as what actions could be taken to improve the road safety around our school. The use of talk frames to develop their oracy skills and help explain their thinking is actively promoted throughout our Rainbow Curriculum, including geography. Opportunities are taken to employ cross-curricular links like mathematical skills to support their learning, for example simple data collection or measuring. We make effective use of our school grounds, particularly the Garden of Eden, and resources in the immediate vicinity such as Crow Nest Park to develop early mapping skills, relevant vocabulary and an awareness of the local area. Our exciting curriculum is further enhanced by educational visits further afield, such as a Year 2 trip to the seaside. Children's curiosity about the world is encouraged, and we make every effort to respond to their interests and concerns, which are often in response to natural disasters, major weather events, or similar that arise from regular opportunities to discuss current events.



St John's C E (C) Primary School

Intent Statement

History



St John's C E (C) Primary School aims to provide children with opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

Our Rainbow Curriculum has been developed by staff to ensure full coverage of the National Curriculum through teaching periods in British history that are engaging and interesting to our children. It is our belief that high-quality history lessons inspire children to want to know more about the past and are encourage to think and act as historians.

By linking learning to a range of topics, we aim to promote an excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events and people in Britain's past. We aim to inspire our children to be inquisitive, to question and think critically about why things happened and to begin to evaluate the impact of such events on lives in the past and our own lives.

Children 2 are exposed to world news on a daily basis (Newsround) as well as a wide range of carefully chosen texts, resources, visitors and school trips to support relevant topics. It is our aim to promote a lifelong curiosity and questioning about the immediate and local environment as well as the wider world we live in now and how the past has influenced today.



St John's C E (C) Primary School

Intent Statement

Maths



"I was no good at maths" is a common statement by adults and one we wish to eliminate from our children's future.

At St Johns C.E (C) Primary School we have designed a mathematics' curriculum which is accessible to all, maximising the development of every child's ability and academic achievement through creative, hands on and engaging lessons.

We want children to make rich meaningful connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to science and other areas of our Rainbow Curriculum creating confident mathematicians who know maths is essential to everyday life. Our carefully designed curriculum highlights the importance of maths in science, technology and engineering, and that it is necessary for financial literacy and most forms of employment, empowering children for the future.

Children learn to understand number, calculating, problem solving and reasoning through the use of concrete, pictorial and abstract representations. Children are expected to use talk frames in order to develop their mathematical vocabulary and scaffold their explanations.

As our pupils progress on their learning journey, we intend for them to be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.



St John's C E (C) Primary School

Intent Statement

Music



At St John's C E (C) Primary School, we value music as a powerful and unique form of communication that can change and impact the way children feel, think and act. We follow the Charanga music scheme and the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts and build up their confidence. We want the children to become reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school throughout our Rainbow Curriculum. Our musical curriculum will also help children to develop their descriptive and technical language as well as learning how to work with others to compose music and perform for an audience.



St John's C E (C) Primary School

Intent Statement

PE



St John's C E (C) Primary School aims to provide children with the opportunities to build character, develop values such as perseverance, determination, fairness and respect through physical activity, as well as promoting the importance of a healthy and active lifestyle.

Our Rainbow Curriculum has been developed by staff to ensure full coverage of the National Curriculum and PE is taught twice a week through class teachers supported by professional sports coaches. From EYFS to the end of KS2, our children are encouraged to explore movement and extend their agility, balance and coordination as individuals and as part of a team through fun games. Children are provided with a variety of opportunities to practice and develop their confidence in order to master basic movements and apply them in a range of activities. We want our children to succeed and excel in competitive and physical activities against both themselves and their peers.

Our Rainbow Curriculum allows us to deliver opportunities to do this within dedicated lessons but aims to embed this as an integral part of our lives, raising awareness of health and wellbeing, fitness and sporting events in the world we live in.

Where possible the importance of being active is reinforced across the curriculum throughout the day from the Rise and Shine Breakfast Club, brain breaks in lessons, enrichment activities and after school clubs. It is our aim as a Christian school to support our children to develop the necessary skills, confidence and personal characteristics needed to make healthy choices whilst at our school and throughout their lives.



St John's C E (C) Primary School

Intent Statement

PSHE



At St John's C E (C) Primary School, PSHE is taught as a whole school session as part of our 'Feel Good Fridays' and sits alongside our Enrichment Programme. 'Jigsaw' is used to give a common approach, which perfectly connects the pieces of Personal, Social and Health Education, emotional literacy, social skills and spiritual development.

'Jigsaw' is a unique, spiral, progressive and effective scheme of work, aiming to prepare our children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.

Furthermore, aspects from lessons are reinforced across our Rainbow Curriculum and help our children to be the best they can be, grow in confidence day by day and stride along the rainbow path to the future.



St John's C E (C) Primary School

Intent Statement

RE



The RE curriculum at St John's is underpinned by our Christian vision and values. It aims to support pupils in developing their own thinking and understanding of Christianity, world faiths and non-religious views. We follow both Understanding Christianity (diocesan) and Believing and Belonging (Kirklees and Calderdale) syllabus for RE. As a Church school, RE is a very high profile subject and is timetabled weekly. We use a 'spiral' curriculum, where pupils revisit core concepts in different contexts as they move through school. These concepts are in the form of 'big questions' which are discussed and debated within class; giving children the chance to consider any implications or connections with their own lives and ways of understanding the world.

Our RE curriculum develops pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their growing understanding of religion and belief, of themselves, the world and human experience. It enables pupils to develop a mutual respect for other religions and cultures as well as gaining an informed understanding of religions, contributing to their religious literacy.

RE at St John's highly promotes the spiritual, moral, social and cultural development of children and sets the foundations to prepare children for the highly diverse community and world in which they live. Within RE we make cross curricular links where possible to enrich our Rainbow Curriculum.



St John's C E (C) Primary School

Intent Statement

Science



St John's Primary C E (C) School aims to provide children with a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically. We want our children to gain an understanding of scientific processes and an understanding of the uses and implications of science. Our Rainbow Curriculum has been developed by staff to ensure full coverage of the National Curriculum and science is taught on a regular basis. From EYFS to the end of KS2, the children are encouraged to be inquisitive about science throughout their time at the school, and beyond. Children are encouraged to develop and use a range of working scientifically skills including questioning, researching and observing; in biology, chemistry and physics. Our Rainbow Curriculum allows us to deliver creative topics where we revisit all areas of science. This supports children in developing their prior knowledge and increases their enthusiasm for the topics whilst embedding this procedural knowledge into the long-term memory. Our exciting and hands on science curriculum enables children to develop skills including observations, planning and investigations, as well as being encouraged to question the world around them; independently learning to explore possible answers for their scientific based questions. Specialist vocabulary for topics is taught and built up throughout EYFS and Key Stage 1. As well as teaching science based topics, we also make much use of our school grounds, in particular our 'Garden Of Eden' and the local environment is used to support and enrich learning. As part of our Church school ethos, it is our intention that all children develop a curiosity about the world they live in; we encourage children to research areas of interest and share their findings both in school and at home.



St John's C E (C) Primary School

Intent Statement

Speaking and Listening



At St John's C E (C) Primary School, our Rainbow Curriculum is designed to inspire children with a lifelong love of learning and to provide the knowledge and skills our pupils need to take their place in the world. In line with our distinct Church school ethos, we want our pupils to become caring, responsible and active members of society who are able to show friendship and respect to others. It is our belief that in order to do this, they need to be able to articulate their thoughts and ideas clearly and to respond appropriately to those of others. Our exciting and engaging curriculum provides regular and varied opportunities for children to share their thoughts, feelings and ideas. Teachers use carefully planned opportunities to develop children's speaking and listening skills. The progression of skills is supported through the use of talk frames, drama activities, Big Questions, adult prompting where needed, and the clear expectation that all pupils participate in class discussions as appropriate. Teachers regularly use talk partners and talk trios to encourage children to share their ideas with their peers. Pupils are challenged to explain their ideas as teachers expect them to 'tell me how you know' or 'prove it'. Children are given varied opportunities to respond to different stimuli, such as a discussion of paintings by a particular artist, listening to music, poetry and stories, and sharing their beliefs or asking questions in lessons such as RE or PSHE or an 'I wonder why..' question in science. Where children show good prior knowledge of a topic, they are encouraged to share this with their peers and asked to explain how or why they have become 'an expert'. We encourage children to use their speaking and listening skills at home as part of their weekly homework which always includes a question to think and talk about with their families. Opportunities for developing speaking and listening are extended beyond the curriculum, as children are encouraged to apply for places on School Council or as a Playground Buddy, explaining why they would be good in that role. Church Group members, and others, are frequently called on to take part in Act of Worship and are beginning to explore ways they can take the lead in this. Children build confidence to speak in front of others through taking part in Act of Worship, church services, meeting and talking to visitors to school such as the local MP, Mayor and different faith leaders. Informal activities such as our annual Talent Contest also build confidence and are an opportunity for many to show talents that are developed outside of school. This frequently leads to other children asking them questions and provides yet more opportunities for them to use their communication skills effectively.



St John's C E (C) Primary School

Intent Statement

Early Years



At St John's we believe that Early Years provision should prepare children for their school life and equip them with the skills they need to be successful learners.

We place great emphasis on building strong, secure relationships with all of the children in our care, so that every member of staff knows each individual child joining the school community and the children feel safe and settle into school life quickly. We develop children's independence, confidence and social skills through carefully planned opportunities that build upon children's strengths, needs and interests. Children explore, play, investigate and create in an environment that enables independent learning, alongside more formal adult led teaching. The adults also spend time observing the children to plan for next steps in order to move the children's learning on. The Early Years Foundation Stage Curriculum is full and varied.

We strive to ensure that children achieve the outcomes of staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing. Active learning takes place because play is purposeful and children are engaged.

Inclusion and Equality

In line with our duties under the Equality Act (2010) and as set out in our Equality Policy we are committed to providing a teaching environment conducive to learning. Everybody is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability

Policy Monitoring and Review

This policy will be reviewed on an annual basis or when there are significant changes to the curriculum that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools.

Policy produced byA Blackburn..... **Date: July 2023**
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Approved by (Chair of Governors) : **Date :**

Review Date: September 2025

If you need further copies of this document, or would like the document in another format, such as enlarged print, audio tape or another language, please contact the School Bursar, at the school.

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