

New Hall Primary

School Curriculum 2024-2025

Curriculum Statement

At New Hall the ambition for all is to love to learn for life. Our values are the golden threads of our curriculum. We want our pupils to become:

Critical Thinkers: Questioning, checking and challenging

Collaborative Learners: Responding, supporting, building on and joining in

Creative Minds: Connecting and comparing ideas and exploring possibilities

Caring Individuals: Thinking, listening, empathising and respecting others

Intent

We aim to have a broad and balanced curriculum, which prepares our children not just for their future education and academic success, but also instils **a love of learning for life** and engenders high aspirations for the future in the world beyond school.

Our curriculum encompasses all the experiences that we offer our pupils. We value the importance of the whole child and we aim to develop our pupils' well-being, emotional awareness and thinking skills.

Implementation

We follow the National Curriculum with each subject being taught discretely, however where there are links across the curriculum we take advantage of these. In maths we have a mastery approach which we are embedding across the whole curriculum.

Regular subject specific training ensures our staff are enabled to provide high quality teaching and learning across the curriculum.

We ensure that children have a wide range of opportunities such as visiting theatre groups, after school clubs and school trips including residential. We are passionate about engaging pupils in outdoor learning and to this end provide a variety of outdoor learning opportunities.

Our assessment processes have been developed over time to encompass both formative and summative assessment processes. These enable us to make accurate judgements of both attainment and progress. We are mindful of teacher workload and endeavour to only collect data that both supports next steps in teaching and learning and guides us to further develop our school curriculum.

Impact

New Hall learners are well-rounded, confident children who are able to work **collaboratively**, think both **creatively** and **critically** and are **caring individuals**. Children achieve their personal best and are well prepared to leave us to move to the next stage of their education, ready for the exciting new challenges ahead.

New Hall Primary is committed to meeting the requirements of the primary curriculum introduced in September 2014 and the inspiring Birmingham Curriculum Statement 2017. (Appendix 1).

Formal requirements of the National Curriculum

Every state-funded school must offer a curriculum which is balanced and broadly based upon British Values which: promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and statutory Relationships and Health Education.

Maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. All schools must publish their school curriculum by subject and academic year online.

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

Values

Our curriculum is underpinned by our values of being:

- Caring Individuals
- Collaborative Learners
- Creative Minds
- Critical Thinkers

The Department for Education states that there is a need:

"To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs".

The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

Extra-curricular Experiences

We offer children a range of activities, stretching beyond Key Stage requirements, to enrich their school experience. Children are presented with an opportunity to partake in activities that they may not ordinarily have the chance to pursue outside of school. By offering children these opportunities, we provide a platform for raising self-esteem, independence and confidence.

The range of activities offered, allow children to develop social, sporting, artistic and academic skills. Examples of sporting activities, provided for children, include: Bikeability training, sports workshops, wellbeing sessions, dance workshops, inter school competitions and Sports Day. This is in addition to after school and lunchtime clubs such as football, dodge ball, dance and multisport run by specialist sports coaches.

A range of non-sporting clubs, run at lunchtimes and after school at different times throughout the year, include a cookery club, computing coding club, singing club, art club, several reading clubs and a D&T club. Clubs aimed at developing children's social skills also run throughout the year.

In addition to developing children's wider experiences, we also aim to give children the opportunity to foster their leadership skills. Every class elects a councillor to sit on the School Council and Houses elect House Captains. The children also vote for Head Boy, Deputy Head Boy, Head Girl and Deputy Head Girl, who are from Year 6. Children also have training opportunities to become peer mediators, Play Leaders and Junior Librarians.

Aims and objectives

We foster self-esteem, confidence, independence and British Values at New Hall. Children are encouraged to aim high; think positively; develop a love of learning through exciting and memorable experiences and to develop the ability to reflect and improve. We have introduced Philosophy 4 Children (P4C) teaching techniques to help children develop a more philosophical enquiry approach to their learning and develop deeper thought and understanding of issues that affect them. Respect is encouraged for ourselves, each other and our environment. Diversity and inclusion is widely promoted. We recognise the values of every individual as well as an awareness of the role they play within the wider community.

Learning is a life-long process which enables us all to play a full part in society, to contribute to it and benefit from it. Parents, children, teachers, governors and the wider community are involved in

this process. It is therefore of vital importance as it provides a solid foundation for future life experiences. At New Hall, we emphasise that all children have an entitlement to:

- equality of access and opportunity
- broad, rich and relevant learning experiences
- a curriculum which recognises the individuality and special needs of each child
- a curriculum which involves children in their learning
- religious education and acts of collective worship as required by the Education Reform Act.
- PSHE (Personal, Social, Health Education)

The staff and governors wish to ensure that through our curriculum children will develop and apply the skills, knowledge and understanding gained from their homes, our school and the local community.

'Hidden curriculum'

Encouraging good behaviour for learning is the responsibility of everyone in school.

Children's behaviour is central to the learning process and is an intrinsic element of education. We aim to ensure that all young people at New Hall Primary School have the opportunity to **learn, achieve and be successful**, but we also emphasise the need for every child to respect each other and those who work with them which the P4C approach helps to nurture.

Organisation and planning

New Hall's curriculum is not constrained by subject boundaries, and some work, where appropriate is theme-based with an emphasis on English and maths skills. Teachers use a variety of documents to support planning. These have been identified by the subject leader, for example: Success for All (FFT) for phonics and reading in EY and KS1, No Nonsense Spelling to support Spelling from Y2 to Y6, Literacy Shed's VIPERS to support reading skills, and Pie Corbett's Talk for Writing to support writing. We also use White Rose Maths Small Steps Planning, J2E Computing, Project Evolve for our e-safety planning, Switched on to Science, Get Set 4 PE, Birmingham Syllabus for R.E, Jigsaw - The mindful approach to PSHE and Charanga for music.

English Intent

Our ambition at New Hall is for all pupils to love English for life. We strive to work collaboratively to develop a wide range of speaking and listening skills to equip pupils for their future. Being caring individuals means that children clearly communicate their thoughts and emotions to others whilst respectfully receiving and challenging different ideas from their exploration of texts and their peers. Carefully chosen and diverse literature is at the heart of our English curriculum, in which we develop children's creative minds through instilling a love of reading that will continue throughout their lives. Through teaching the children to become performance and 'in the moment' active readers we provide them with the tools to comprehend with confidence. Our writing cycle equips the children to write clearly, accurately and coherently across the curriculum, whilst also providing the children with the tools to express their creative minds. Children are expected to use their

critical thinking to articulate and reflect upon their understanding and progress. All of this will enable our children to confidently thrive in whichever future path they choose.

Mathematics Intent

The intention for the maths curriculum at New Hall Primary school is that Maths is for Life. Through developing fluency, varied fluency, problem solving and reasoning in maths the children will develop a sound understanding of the subject and see that maths is essential for their future lives. The children's aspirations for the future drive our intent and no matter what future career or life choices they make they will be able to apply their maths skills and reasoning to all future opportunities.

Maths is taught through mastery principles where deep understanding of mathematical concepts underpins learning. All children learn through the process of C (concrete), P (pictorial) and A (abstract). We are extremely well resourced with practical maths resources that the children use effectively within the classroom to help them understand maths. Our Maths Academy (Outdoor maths class room) also ensures children have lots of fun and engaging activities to take part in using large equipment including a maths climbing wall, oversized place value counters, giant tens frames and much more.

When confident with practical resources children record and work with pictorial representations. Pictorial representations such as the bar model are used to scaffold the children's understanding and help them to choose the maths they need to solve a problem. When understanding is strong then abstract maths which includes formal algorithms can be used but always with practical resources and pictorial representations readily available to support if needed. Our calculations policy ensures progress through school and clear structure to support progression.

Children have a three-part maths lesson each day that gives them the opportunity to practice fluency of skills. The next part of the lesson is varied fluency that enables pupils to use the same skills but shown in different representations. After their morning play the reasoning and problem solving part of the lesson begins: having a brain break in the middle of the maths lesson really supports focus and gives children time to think about their learning. RPS (reasoning and problem solving) gives the children a real opportunity to deepen their understanding about maths. It also enables children to think, talk and develop ideas about their learning. All pupils are given equal opportunities to reason and problem solve regardless of their ability as these skills are essential for all aspects of their lives, now and in the future.

Science Intent

At New Hall Primary we teach Science so that the children understand the world they live in. Science is taught regularly and is treated as a core subject. Science is taught progressively throughout the school, ensuring that scientific knowledge and skills are built on and developed every year.

Science is broken down into four disciplines:

- Biology - the study of humans, animals and plants
- Physics - the study of forces, energy and space
- Chemistry - the study of materials and substances
- Working Scientifically - teaching the children to become scientists

We aim to develop the natural curiosity and **creativity** of the children, whilst encouraging respect, **care** and understanding for living organisms and the physical environment we live in. Children are provided with opportunities throughout the year to plan and lead scientific enquiries **collaboratively** and evaluate their results **critically**. All Science teaching throughout the school meets the National Curriculum.

Religious Education Intent

At New Hall Primary School, we value Religious Education because it promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of the wider society. It prepares pupils for the opportunities, responsibilities and experiences that they will face as adults. By eloquently exploring the concepts of religion and belief and their roles in peoples' lives within a diverse society, it helps the children to become **caring thinkers** and develop moral awareness and social understanding.

We follow the Birmingham Agreed Syllabus for R.E. (2022) which promotes a respect and tolerance of different faiths and religious traditions. The syllabus encompasses a spiritual curriculum that allows the children to **think critically** and develop an understanding of other people's cultures and ways of life. Philosophy is engrained into our RE curriculum as we want children to **work collaboratively** to express their thoughts, ideas and experiences of religious people around them and gain an appreciation for why they choose to live their lives that way. Parents can withdraw their child from all or part of the R.E sessions at New Hall.

Computing Intent

At New Hall, children are taught a Computing curriculum that uses computational terms, thinking and creativity to understand and change the world. 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 use this knowledge during programming.

Computing provides cross curricular links with mathematics, science, and design and technology, allowing children to develop their ideas through information and communication technology.

Children can access a range of technology and devices and use them competently and with confidence to create programs, systems and a range of content. J2E on BGFL365 is used as the core of our learning.

Structured digital literacy lessons use the Project Evolve scheme as part of our curriculum and pupils are encouraged to be safe, respectful and responsible users of technology as active participants in a digital world.

Personal, Social, Health Education Intent

Here, at New Hall Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. During lessons, assemblies, group discussions and P4C, it enables us to develop our pupils spiritually, morally, socially and culturally, while embedding our school values of being caring individuals, collaborative learners, creative minds and critical thinkers, alongside British values.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our children's needs. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Design & Technology Intent

At New Hall, we believe that Design and Technology (DT) should be an inspiring, creative and practical process to learning.

From Year One, children will be taught the two-strands to DT:

Designing and making

Cooking and nutrition.

Designing and making -

Children are encouraged to enquire and analyse products from the past and present, and use them as a stimulus to design their own product, using their ideas and imagination. From this, children are to make their product after being taught the relevant knowledge and skills. Whilst designing and creating their product, children are taught to consider its purpose and others' wants, needs and values. Within this subject, children will use their subject knowledge from mathematics, science, engineering, computing and art to aid the process of designing and making. Once their product is completed, they will become critiques and evaluate their work. They will test their product and others' work to identify strengths and areas to improve through problem solving. We believe that all of these skills life-time skills.

Cooking and nutrition -

Children will have the opportunity to understand the importance of nutrition and apply skills whilst learning how to cook.

The DT curriculum has been designed to develop knowledge and includes progressive skills which can be transferable throughout New Hall Primary School and prepare children for further education and beyond.

History Intent

At New Hall Primary, we provide a rich History curriculum through a thematic approach to inspire a life-long curiosity and enjoyment learning about the past. Pupils will develop understanding of timelines, build a chronological narrative and progress their knowledge of the history of Britain and

how it has influenced and been influenced by the wider world: they will know and understand significant aspects of the history of the wider world including, ancient civilisations, empires and features of past non-European societies; pupils will explore and understand changes in living memory and beyond living memory, as well as learning about the lives of significant people of the past. Children will be able to understand and use methods of historical enquiry and ask and answer questions using a range of historical vocabulary and abstract historical terms. At New Hall, we all aspire to embed a love of learning and in History, knowledge and skills will be developed both inside and outside the classroom together with a variety of valuable enrichment opportunities to help pupils understand the past and its influence on their own identity and the challenges of their time.

Physical Education Intent

New Hall provides a broad and balanced physical education curriculum that supports pupils to become physically confident in a range of games, dances and gymnastics as well as encouraging healthy, active lifestyles. Opportunities to compete outside school build character and help to embed the values of fairness and respect.

Geography Intent

At New Hall Primary, we believe that our Geography curriculum helps to inspire in pupils a curiosity and fascination about the world and its people. Through a thematic approach, pupils are given the opportunity to develop an understanding of diverse people, places, resources and natural and human environments. As pupils progress, their growing knowledge of geographical processes and skills helps them to explore places at local, national and global levels, becoming more critical in their ability to ask questions about the environment as they move through the school. Along with improved observation, map and direction skills developed through first-hand experiences of fieldwork, pupils are able to understand and use geographical vocabulary to explore and explain the world in which they live in, and how different features at different scales are shaped, interconnected and change over time.

Art and Design Intent

At New Hall Primary, we teach Art and Design to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression as well as it being a wonderful opportunity to develop a **caring**, understanding nature.

While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, **critical** responses of their own work and that of others.

Art and Design is taught in block weeks throughout the year in order to see progression of the specific skills being taught in our curriculum. Children will enjoy one blocked session of art every term as a one-week block (totalling 3 weeks per academic year), where they will look at a range of artists, learn new skills, build on others and complete their learning journey. Art and Design aspects are also integrated within other areas of the curriculum, such as history or English, where children are expected to apply their skills in a **creative** way.

During sessions in block weeks, children are given the opportunity to work on an individual basis or to work **collaboratively** with others. We currently follow the revised National Curriculum objectives for Art and Design Technology at Key Stage 1 and 2.

Music Intent

At New Hall we strive to make music an enjoyable experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children as well as increase their creativity. Whilst developing children's confidence to express themselves musically, we also encourage children to listen and respond to a range of music. This is to ensure the children understand the value and importance of music in the wider community and learn how music can represent different feelings, emotions and narratives.

Children at New Hall have the opportunity to sing songs as a whole school, learn a variety of different songs, play tuned and un-tuned instruments and perform in class assemblies. Children learn about the structure and organisation of music and technical vocabulary such as; pitch, pulse, tempo. As the children progress as musicians into Key Stage 2 children are then taught how to read and produce basic musical notation.

When children enter Year 4, they learn to play a brass instrument, which is delivered by the external organisation; The Music Service. Children then have the opportunity to continue these lessons in Years 5 and 6.

Foreign Language Intent

"Learning a foreign language is a liberation from insularity and provides an opening to other cultures. This lends itself to how, at New Hall we develop a **caring** ethos towards each other and the wider world. The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children are able to understand and respond to spoken and written French from a variety of authentic sources. They are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, working in a **collaborative** manner including discussion and asking questions. At New Hall we want our children to be able to write at varying length, for different purposes. We are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French in years 3 - 6, provides an appropriate balance of spoken and written language so that the children are equipped to carry on learning beyond their primary education.

Forest School Intent

At New Hall we offer Year One children the opportunity to experience regular sessions at Forest School. Our intent for Forest School is to provide a natural space that supports our children's wellbeing by providing and implementing positive outdoor, child-led experiences.

At Forest School the children are active, make noise, get their hands dirty and learn by taking part in seasonal activities that may involve an element of managed risk; by succeeding here, they develop the self-esteem that will support them throughout their lives.

We help the children develop traits such as resilience, confidence and independence and develop motivation, co-operation, decision-making and social skills.

We strive to achieve a greater understanding of nature and the environment.

Outdoor Learning Intent

At New Hall we believe that every child should experience the world beyond the classroom as an essential part of learning and personal development.

Our outdoor environment has great potential for providing learning opportunities. We are fortunate to have large grounds and outdoor learning spaces so being outside the classroom is easily accessible. This offers motivating and exciting activities from Reception to Year 6.

Our outdoor learning experiences are delivered through a combination of school-based outdoor learning, visits to other places and a residential visit in Year 6.

Opportunities for outdoor learning exist within and across all curriculum areas and aim to develop personal and social skills, communication, problem solving, creative thinking skills and collaborative teamwork. These experiences are largely active and therefore impact on behaviour as well as helping our kinaesthetic learners. They also offer relevance and depth to the curriculum in ways that are difficult to achieve indoors.

Teachers use a variety of documents to support planning, for example: Letters and Sounds for phonics (to be updated 2022), No Nonsense Grammar to support SPaG, Literacy Shed's VIPER's to support reading, Letterjoin for handwriting, and Pie Corbett's Talk for Writing and Jumpstarts to support writing. We also use Focus Education's Weaving Knowledge and Skills, Prospect's Prospectus, White Rose Maths Small Steps Planning, Switched on Computing, Resources from national Online Safety for our e-safety planning, Switched on to Science, Get Set 4 PE.

Children with Special Educational Needs and or Disability, including able, gifted and talented

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN and Inclusion policy. We provide additional or different resources and support for children with special needs.

If a child is identified as having a special need and or disability, our school does all it can to meet the needs of the individual. We comply with the requirements set out in the SEN Code of Practice 2014 in providing for children with special educational needs and disabilities.

If staff, parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the SENCO. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff may be used to assist the child. If a child is working at higher level than their peers they will be given open-ended questions and challenge tasks encouraging them to follow lines of thought independently and develop deeper thinking skills. Our creative curriculum provides opportunities for pupils to demonstrate and develop their creative skills.

The Early Years Foundation Stage Intent

At New Hall our Reception classes form a firm foundation for learning in our school. It is our intent to create an environment of emotional warmth, with consistent praise and encouragement, so that each child feels individually valued. We begin each year by taking into account our children's needs and interests and then design our curriculum accordingly, planning appropriate steps of development to enable them to be the best that they can be.

Our EYFS curriculum is underpinned by our 4 school values of being caring individuals, collaborative learners, creative minds and critical thinkers. We want each child to be motivated to learn new skills and confident to meet new challenges and reach our high expectations with a sense of achievement.

We believe learning is holistic. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the Foundation Stage.

The children enjoy a stimulating and happy atmosphere where they learn important skills through their play. Children have access to indoor and outdoor learning environments and thrive in our setting. They are encouraged to develop their imagination and independence whilst acquiring those skills necessary for reading, writing, maths, physical development, science, history, geography, information technology, music and art and design.

We follow the Development Matters in the Early Years Foundation Stage curriculum guidance. This enables us to organise carefully planned practical activities through a combination of adult led, teacher taught sessions, small group work and stimulating continuous provision. The children gain experience in all the following areas of learning: Prime Areas: Communication and Language, Physical Development, Personal, Social and Emotional Development Specific Areas: Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

We use the 'Characteristics of Effective Learning' alongside our 4 school values in order to give the children the skills they need not just to achieve at age 4 or 5 but skills they will continue to use after their time in Reception. All of the skills, knowledge and vocabulary are encompassed within our themes which driven first and foremost by the children's interests and needs.

We assess children by observing what they can do and then plan their next steps accordingly, ensuring our children's learning is embedded and that they continue to make progress.

At New Hall we strongly believe the ethos of our EYFS setting is an important first step to foster our ambition for all to love to learn for life.

The role of the subject leader

The role of the subject leader is to: provide a strategic lead and direction for the subject; support and offer advice to colleagues on issues related to the subject; monitor and evaluate pupil progress in that subject area; provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They must review and monitor the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject

leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Monitoring and review

Our Governing Body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented. The Governors liaise with the subject leaders and monitor closely the way the school teaches these subjects.

The Head Teacher and Senior Leadership monitor the lesson planning of all teachers during the year.

Subject leaders monitor and observe the way their subject is taught throughout the school and have responsibility for the purchase, storage and management of resources. It is their responsibility to keep abreast of developments within their subject.

The Class Teacher is responsible for the day to day organisation of the curriculum and is responsible for the short and medium term planning which is shared with the subject leaders.

The policy is to be reviewed Annually

Approved by Governing body:_____

Appendix 1

https://www.birmingham.gov.uk/downloads/download/452/birmingham_curriculum_statement

BIRMINGHAM CURRICULUM STATEMENT

1. PREAMBLE

In Birmingham community cohesion means working towards a society in which strong and positive relationships flourish and continue to be developed in schools, the workplace and wider community. This is achieved through our shared values of democracy, the rule of law, individual liberty, tolerance and mutual respect for people. The Equality Act 2010 places a duty on us to eliminate discrimination, advance equality of opportunity and to foster good relations. To achieve this, every child in Birmingham should have the best opportunity to go as far as they can in life and education is the key to that success. This is our commitment to equip children and young people to be happy, talented, confident and ambitious citizens of Birmingham and of the world.

2. THE STATEMENT

A statement for our children in Birmingham: a guarantee for their future.

ALL children in Birmingham will experience a broad and balanced curriculum enabling them to grow and learn in an environment without prejudice or inequality. It will prepare them for adult life by:

- ✓ enabling them to play an active role in their school and community
- ✓ experiencing a culturally rich and diverse life
- ✓ developing and benefitting from a range of positive relationships

The curriculum will:

- ✓ promote children's engagement in learning through enquiry-led approaches that develop skills, dispositions and attitudes to learning
- ✓ equip children for their futures in a rapidly changing world, recognising the importance of technology, science, languages and communication for dialogue and understanding between different groups
- ✓ value, celebrate and build on children's religious and cultural heritage and develop a sense of identity, honouring the United Nations Convention on the Rights of the Child (UNCRC)
- ✓ promote the fundamental shared values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- ✓ help children develop an understanding of all faiths and none, and participate in the celebration of different religious events in understanding and accepting differences

- ✓ develop children holistically: their intellectual, practical, aesthetic, spiritual, social and emotional capacities
- ✓ ensure an understanding of protected characteristics of the Equality Act 2010 and how through diversity they can be celebrated
- ✓ encourage children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely

At school, all children and young people will be given the opportunity to learn the benefits of physically and emotionally healthy lifestyles, by participating in high quality personal, social and health education including sex and relationships education. Opportunities will be provided for children to explore their talents and abilities through:

- ✓ developing an appreciation of the arts
- ✓ taking part in a wide range of physical activities, sports and games
- ✓ developing a sense of self in a non-judgemental, mutually supportive environment
- ✓ experiencing music and its intrinsic value for enjoyment and self-expression through performing, singing and the playing of instruments
- ✓ experiencing social, moral, spiritual and cultural education that broadens children's awareness and understanding of the world and their place within it
- ✓ independent careers advice that inspires and motivates them to fulfil their potential

The United Nations Convention on the Rights of the Child, Article 29 states that education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment. We will not allow any attempts to narrow the curriculum, or to deny our children and young people their right to education.

Signed by  Date 20/1/2017
Councillor Brigid Jones – Cabinet Member, Children, Families and Schools

Signed by  Date 22/03/2017
Councillor Tristan Chatfield – Cabinet Member, Transparency, Openness and Equality