



CURRICULUM POLICY

This policy applies to the whole school, including the EYFS

This policy should be read in conjunction with the following related policies:

Early Years Curriculum, SPEN & EAL.

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Definitions:

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| “EYFS” | Early Years Foundation Stage |
| “PACT” | PACT Educational Trust Ltd |
| “SLT” | Senior Leadership Team |
| “SPEN” | Specific and Extended Learning Needs |

I Introduction

- I.1 Oakwood recognises parents as the first educators of their children, and the curriculum (or education) provided at the school is created to support and reflect this view. We believe that true education is directed to the development of the human person, in view of their final end and the good of society to which they belong and in the duties of which as adults they will have a share. As a school, we are fully committed to the principles outlined in ‘Declaration on Christian Education’ from Vatican II : *“Hence parents must be acknowledged as the first and foremost educators of their children. Their role as educators is so decisive that scarcely anything can compensate for their failure in it. For it devolves on parents to create a family atmosphere so animated with love and reverence for God and others that a well-rounded personal and social development will be fostered among the children. Hence, the family is the first school of those social virtues which every society needs”*.
- I.2 An essential feature of our curriculum (which can be divided into academic, non-academic and extra-curricular) is that parents are able to work in close liaison with our school so that the two major learning environments work in harmony. It is the parents’ right to be the dominant influence in the education of their own children. Oakwood seeks to uphold this right by providing an educational environment which reflects the parents’ own values. Teacher example and peer values are key areas where parent ideals must be reflected.

- 1.3 At Oakwood, great stress is placed on developing human virtues, or strength of character, because these virtues enable a person to be self-directing in life – to be truly free. Freedom is not seen as mere freedom from constraints but as a capacity to carry noble convictions into action. The family, where an overriding motivation is the welfare of the other members, is the environment “par excellence” for fostering virtue.
- 1.4 Our school’s curriculum comprises all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that our school organises in order to enrich each pupil’s experience. It also includes the ‘hidden curriculum’ – what pupils learn from the way they are treated and expected to behave. We want our pupils to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
- 1.5 We seek the highest standards of attainment for all our pupils, and we value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners.

2 Curriculum values

- 2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which our school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- 2.2 Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum, however we have also included others:
- We seek to provide each pupil with all the appropriate opportunities for learning.
 - We value the uniqueness of all our pupils, we listen to the views of individuals, and we promote respect for diverse cultures.

- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the rights enjoyed by each person in our society. We respect each pupil in our school for who they are, and we treat them with fairness and honesty.
- We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements regarding inclusion.
- We strive to ensure that education is integral. That is, all the key learning areas (ie. linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative), must be catered for with due balance and unity of approach;
- We strive to make education received by our pupils personalised, treating each pupil as an individual who has specific strengths, weaknesses and needs;
- We help pupils to acquire all the human virtues as desired and fostered by their parents;
- We believe that pupils should be given the preparation they need to contribute effectively and generously to the improvement of society;
- We strive to ensure adequate preparation of our pupils for the opportunities, responsibilities and experiences of adult life.

3 Curriculum aims

3.1 The curriculum at Oakwood provides full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. It has a twofold purpose:

- i) to impart wisdom – education of intellect
- ii) to teach to do good – education of will

3.2 The aims of our school curriculum are to:

- enable all pupils to learn, and make progress by developing their skills, to the best of their ability;
- promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning;
- teach pupils the basic skills of literacy (including speaking and listening), numeracy and other key skills in a wide variety of subject areas;
- enable pupils to be creative and to develop their own thinking;

- teach pupils about the developing world, including how their environment, technology and society have changed over time;
- help pupils understand Britain's cultural heritage and fundamental British values, and to ensure the effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.;
- appreciate and value the contribution made by the ethnic groups in our multi-cultural society;
- enable pupils to be positive citizens;
- teach pupils to have an awareness of their own spiritual, moral, social and cultural development, and to distinguish right from wrong;
- help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- enable pupils to have respect for themselves and high self-esteem, and to live and work co-operatively with others.
- encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);

4 A balanced curriculum

- 4.1 We seek to provide a broad and balanced curriculum throughout our school. An appropriate mix of subjects is offered, leading to the well-rounded development of each and every pupil. We aim to educate the whole child – in all of their human, intellectual, cultural, spiritual and social dimensions.
- 4.2 Two fundamental characteristics which the Oakwood curriculum seeks to develop in each pupil are a critical mind and a universal outlook. A critical mind is developed through a philosophically sound curriculum, teaching which helps the pupil form their own reasoned opinions on issues, and formation in the virtues of sincerity and intellectual integrity. A universal outlook is largely a consequence of broad cultural exposure and the capacity to see the same human nature at work in all forms of genuine cultural expression.
- 4.3 Our scheme for Relationships and Health Education (RHE) is *Life to the Full* by TenTen. This is built on the CES Model Catholic Primary RHE Curriculum which covers all the statutory content and has been highlighted by the DfE as a work of

good practice. The CES Model Catholic Primary RHE Curriculum document is available from the school office.

Principally in Module 2:

- Healthy living and lifestyle including drugs awareness and substance abuse
- safeguarding and online safety
- recognising spoken and unspoken pressure and building resilience (including the concept of consent)

Principally in Module 3 but embedded throughout:

- citizenship – responsibilities towards others and our shared world

5 Organisation and planning

- 5.1 Curriculum planning is carried out in three phases. We agree a long-term plan (ie. scheme of work) for each subject taught, provided as a curriculum map for each year group. This indicates what topics are to be taught in each term, and to which groups of pupils.
- 5.2 Through our medium-term or termly plans we give clear guidance on the objectives and teaching strategies for each topic. We use government approved and other widely used schemes of work for devising our medium term plans.
- 5.3 Our short-term plans, where used, are those that our teachers write on a weekly or daily basis. We use these to identify what resources and activities we are going to use in the lesson. We annotate these plans regularly, reflecting on how assessment can aid planning.
- 5.4 See Appendix I for the 'Curriculum Time Allocations' for each subject area.

6 The curriculum and inclusion

- 6.1 The curriculum in our school is designed to be appropriate for the ages and aptitudes of all pupils, including those with an EHC plan. If it is necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after the relevant specialist teachers and their parents have been consulted.

- 6.2 If children have learning difficulties and/or disabilities or special needs, our school does all it reasonably can to meet these individual needs. See separate SPEN policy for further details.

7 The Early Years Foundation Stage (EYFS)

- 7.1 The curriculum that we teach in the Reception classe meet the requirements set out in the EYFS Framework. Our curriculum planning focuses on the educational programmes outlined in the Framework as well as being guided by Development Matters. We focus on developing children's skills through activities and experiences. We strive for all Reception children to achieve the Early Learning Goals by the end of the year. The curriculum is formed of three prime areas of development:

- Communication and language
- Personal, social and emotional development
- Physical development

and four specific areas of development:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

See separate 'Early Years Curriculum' policy for more detailed information.

- 7.2 Oakwood fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the Reception class builds on the experiences of the children in their pre-school learning.
- 7.3 Assessment forms an important part of the future curriculum planning for each child, as it provides essential evidence that children have reached the Early Learning Goals.
- 7.4 All children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by

keeping them informed about how the children are being taught, and how well each child is progressing.

8 Curriculum subject policies

8.1 The curriculum policies which ensure that curriculum aims are met are outlined below under the following headings:

- *Linguistic*: This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. At Oakwood, Twinkl phonics is used up to Year 2. In addition to English, Spanish and French are taught throughout the school. Separate policies exist for English and Foreign Languages;
- *Mathematical*: This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion. At Oakwood we use Maths - No Problem! A Mathematics policy exists to raise standards in this area;
- *Scientific*: This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. A Science policy is in place to cover the above requirements;
- *Technological*: This area includes the use of computers & technology; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. ICT/Computing and DT policies ensure that pupils' technological knowledge and skills are developed. The E-safety policy outlines our procedures and strategies for creating a safe learning environment and ensuring that pupils know how to protect themselves and behave responsibly while online.
- *Human and social*: This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. See Humanities policy.
- *Physical*: This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge

and understanding of the basic principles of fitness and health. We have a PE/Games policy which covers this area throughout our school;

- Aesthetic and creative: This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, drama and the study of literature, because they call for personal, imaginative and often practical responses. We have policies for Art & Design and Music.
- *Spiritual, moral, cultural & social (SMSC)*: We have an RE policy as well as an SMSC policy which covers the CD, RHE and PSHE programmes which actively 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. Please see Appendix I in the SMSC policy for topics covered. Assemblies, extra-curricular activities, clubs, residential trips and multiculturalism also fall within this category. Also see policy on Preventing Extremism & Radicalisation.

9 Curriculum aspect policies

9.1 These are policies which focus on broader educational issues. They include:

- Marking & Feedback (including markbook guidelines)
- Assessment
- Monitoring & Evaluation
- Key Skills
- Teaching & Learning
- Homework

10 The role of the subject co-ordinator

10.1 Each subject co-ordinator has been provided with a job description containing a detailed breakdown of their responsibilities. In summary, their main role is to:

- provide a strategic lead and direction for the subject or subject grouped under their area of responsibility;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress and standards in that subject area;
- provide efficient resource management for the subject.

- 10.2 Our school gives subject co-ordinators non-contact time each week, so that they can carry out their duties. It is the role of each subject co-ordinator to keep up to date with developments in their subject, at both national and local level. They review the way that subjects are taught and plan for improvements. This development planning links to whole-school objectives. Each subject co-ordinator reviews the curriculum plans, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work.

11 Monitoring and review

- 11.1 The SLT is responsible for monitoring the way our school curriculum is implemented.
- 11.3 The Head and Academic Deputy Head are responsible for the day-to-day organisation of the curriculum. The Academic Deputy Head monitors the weekly and termly plans, ensuring that all classes are taught the full requirements of the agreed scheme of work.
- 11.4 Subject co-ordinators monitor the way their subject is taught throughout our school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject co-ordinators are also responsible for managing their individual budget and for monitoring the way in which resources are stored and used.
- 11.5 This policy is monitored by the PACT governing body and is reviewed every three years, or before if necessary.

Signed: Linda Sanders

| This policy will be reviewed every year | |
|--|---------------------|
| Title | Curriculum |
| Version | 7 |
| Date Created | 12 December 2022 |
| Author | Linda Sanders, Head |
| Approved by SLT | Yes |

| | |
|---|-----------------------|
| Approval/Review required by PACT or sub-committee | Yes |
| Latest Review (state whether changes were made) | Yes 20th June 2023 |
| Next Review Date | Spring 2025 |

APPENDIX I

Curriculum Time Allocations (Years 1-6)

All lessons throughout the school are made up of 45 minutes or derivatives thereof.

| Subject or area | Years 1 & 2 | | Years 3 & 4 | | Years 5 & 6 | |
|---------------------------------------|-------------|----|-------------|----|-------------|----|
| English | 300 | 10 | 300 | 10 | 300 | 10 |
| Reading/Guided Reading/Handwriting | 90 | 3 | 60 | 2 | - | - |
| Maths (inc. Problem Solving) | 300 | 10 | 300 | 10 | 300 | 10 |
| Science | 90 | 3 | 90 | 3 | 90 | 3 |
| History / Geography (Humanities) | 90 | 3 | 90 | 3 | 90 | 3 |
| Religious Education | 120 | 4 | 120 | 4 | 120 | 4 |
| Latin | - | - | - | - | 60 | 2 |
| Music | 60 | 2 | 60 | 2 | 60 | 2 |
| Computing | 60 | 2 | 60 | 2 | 60 | 2 |
| Art | 60 | 2 | 90 | 3 | 90 | 3 |
| Spanish | 60 | 2 | 60 | 2 | 60 | 2 |
| PE/Games/Dance | 180 | 6 | 240 | 8 | 240 | 8 |
| Character Dev/PSHE/RHE | 60 | 2 | 60 | 2 | 60 | 2 |
| Mass | 30 | 1 | 30 | 1 | 30 | 1 |
| Assembly | 60 | 2 | 60 | 2 | 60 | 2 |
| Form | 60 | 2 | - | - | - | - |
| Library | 30 | 1 | 30 | 1 | 30 | 1 |

| | | | | | | |
|--------------|-------------|-----------|-------------|-----------|-------------|-----------|
| TOTAL | 1650 | 55 | 1650 | 55 | 1650 | 55 |
|--------------|-------------|-----------|-------------|-----------|-------------|-----------|

Humanities is taught separately, ie. History for ½ a term and Geography for ½ a term .

Design Technology is taught via a project at the end of each term for Years 1-4 (approx. 10 hours per term, 30 hours per year). One project per year will be taught within Art lessons. For Years 5&6, DT takes place within Art lessons.

Drama allocation is 20 hours per term (or 60 hours per year – the majority of which takes place during the term of a production).