CURRICULUM POLICY

Approved By Governors: 20.11.2023

Policy To Be Reviewed: November 2024

Through faith and nurture, we thrive.

'Life in all its fullness.' John 10:10

Be Loving/Be Respectful/Be Responsible/Be Positive/Be You

INTENT – Curriculum Statement

At The Federation of Farnham and Rickling, the curriculum is designed to build upon our vision, 'Through Faith and Nurture We Thrive – Life in all its fullness (John 10:10)'. The curriculum supports this vision by building children's knowledge and skills as individuals. Within the schools, there is a focus on metacognitive and SMSC objectives so the children to develop strong interpersonal skills, build resilience for independent learning and become creative, critical thinkers in core and foundation subjects.

Our curriculum provides first-hand curricular learning experiences, along with meaningful outdoor opportunities for investigations. This leads to an enriched learning environment for all key stages. We believe that childhood should have a happy, investigative, and enquiring time in our schools. Our aim is to create a thirst for new learning and experiences, promote curiosity and instil the value of knowledge in every child.

Community and world view are essential parts of our curriculum, as we celebrate local traditions, learn new skills which enables the children to take an active role in events, both locally and worldwide and throughout the year. Children leave the 'The Federation of Farnham and Rickling' with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate and make connections to become lifelong learners.

IMPLEMENTATION

Overall Aims

Our overall aims are to provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning. This enables pupils to develop knowledge, understand concepts within each subject area and acquire the necessary skills to answer enquiries. All subject areas should support pupils' spiritual, moral, social and cultural development as well as promoting a positive attitude towards learning. All subjects should aim to support pupils physical and mental development fostering a responsibility for their own mental and physical health. At both schools, we believe in the transformative power of meaningful outdoor learning and enquiries.

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

Roles and Responsibilities in the Collaboration

Governors

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
The governing board will also ensure that:

1. A robust framework is in place for setting curriculum priorities and aspirational targets
2. Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements including those of the Church of England for RE
3. Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
4. The school implements the relevant statutory assessment arrangements
5. It participates actively in decision-making about the breadth and balance of the curriculum
6. It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

1. All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
2. The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
3. Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
4. They manage requests to withdraw children from curriculum subjects, where appropriate
5. The school's procedures for assessment meet all legal requirements
6. The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
7. The governing board is advised on whole-school targets in order to make informed decisions
8. Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff and Curriculum Lead

The curriculum lead and other staff will ensure that the school curriculum is implemented in accordance with this policy in each subject area. Each subject lead is responsible for ensuring that staff have access to the necessary resources to teach in accordance with their own subject policies.

Organisation and Planning Specific Subjects

Our subject areas are delivered through a creative curriculum which often includes cross curricular objectives, and at Farnham School in particular, a focus on meaningful outdoor learning.

EYFS

See our EYFS policy for information on how our early years curriculum is delivered.

SMSC

At our schools, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. All members of the school community are encouraged to develop into responsible citizens through the implementation of modern British Values. Modern British Values are shared through the thoughtful and wide-ranging promotion of the children's SMSC development, enabling them to thrive in a supportive, highly cohesive learning community.

Religious Education

The requirement for RE teaching is set out in the most recent Church of England Statement of Entitlement https://www.churchofengland.org/sites/default/files/2019-02/re-statement-of-entitlement-for-church-schools.pdf and is followed at both schools.

The Federation of Farnham and Rickling are two church schools, which provide a stimulating, respectful Christian environment for the study of Religious Education (RE) for all our pupils and staff. Our aim is to give children access to a creative curriculum, with a range of learning experiences at the highest standard, educating the whole school community for 'Life in all its fullness'. We believe that 'Through Faith and Nurture' we all thrive as a school community together. The school encourages the pupils to develop the skills needed for an exploratory and enquiry approach to religious education, as well as other subjects. This is completed through the three lens of philosophy, theology, human and social contexts. Pupils learn to ask and answer questions, exploring their own as well as others' beliefs and experiences of faiths, in an atmosphere of respect and understanding. This is based on resources such as Discovery RE, the SAT RE Scheme as well as Understanding Christianity. The children follow a two-year rolling programme of enquiries to ensure they study all the relevant religions.

English

A. Phonics and Reading

Our aim is for every child to become a fluent, confident reader by the time they leave our schools. As well as reaching age-related expectations, we want children to develop a deep love for reading and read for pleasure on a regular basis for the rest of their lives. Our broad-based creative curriculum is designed around the needs of the pupils in our school and there are a variety of approaches to enable the pupils to make good, accelerated, or better progress in reading. The aims of teaching reading in our schools are to develop pupils who:

- develop a deep love of reading early in life
- rapidly acquire a secure knowledge of letters and sounds, early reading skills and understanding in a systematic and enjoyable way through Reception and Year 1, using the Little Wandle phonics system
- show high levels of achievement and exhibit very positive attitudes towards reading from Year Two to Year Six
- read easily and fluently with good understanding across both fiction, poetry and nonfiction on a range of resources including electronic
- benefit from a whole class reading system which focuses on vocabulary and fluency as well as covering all the different domains of reading to ensure excellent comprehension skills
- develop their reading in all subjects across the curriculum to support their acquisition of knowledge
- read for pleasure both at home and school on a regular basis in the school library The Federation of Rickling and Farnham Reading Policy 2023 areas and during our Family Fun reading sessions
- through their reading develop culturally, emotionally, intellectually, morally, socially, and spiritually
- develop good comprehension of all words and phrases

B. Writing, Spelling and Grammar

The school believes that all English skills are vital to the complete development of children, to ensure they are fully prepared for their future lives. To help pupils achieve a 'Life in all its fullness' the school aims to achieve a broad and balanced English programme, using English objectives from the National Curriculum, Talk for Writing and the Jane Considine Spelling Programme, covering the necessary skills and genres that ensure that pupils leave us as imaginative and creative writers for life. A range of genres are studied and promoted throughout the curriculum. A variety of resources are used to promote a reading and writing culture, with the main focus being on the 'Talk for Writing' scheme in

Foundation and Years One - Five. Year Six follow this scheme during the first term but then revise all genres in readiness for their secondary school experience during the last two terms with us. Children are given a range of writing opportunities including the use of paired, group and independent writing tasks. A culture of learning from each other is promoted through use of cooperative learning of different structures. This is developed across both key stages, so that the children learn to respond appropriately and supportively to each other regardless of gender, age, cultural or ethnic background.

The aims of teaching writing, spelling and grammar in our school are to develop pupils who:

- show high levels of personal achievement and exhibit very positive attitudes towards writing, speaking and listening, spelling, and grammar.
- use and understand language and vocabulary as speakers, readers, and writers.
- are competent, confident, and independent in the use of language in their writing.
- have an awareness of different audiences and purposes for writing.
- apply their grammatical knowledge in their writing as stated in the published curriculum for each class.
- apply their phonetical and spelling knowledge in their writing as stated in curriculum for each class.
- apply the English language and writing skills in all areas of the curriculum.

Maths

We want all our pupils to experience deep, sustained understanding so that they become happy and confident mathematicians, throughout their learning and into their adult life. We promote a ‘can do’ attitude to maths without a fear of making mistakes. Children will be given time, support and resources to develop a depth of understanding shown in their application and reasoning sections.

- In both schools we follow the White Rose New Scheme (2023) Mixed Age long term plan which focuses initially on Number and Calculation work.
- The intent of mathematics within our schools is to become increasingly fluent in the basic and fundamental skills of mathematics with the end goal being to further apply these skills into a wider range of increasingly complex problem solving and reasoning questions.
- They follow a four-part lesson which starts with a practise section focusing on skills, followed by application and reasoning and a final challenge at the end of the session.
- To offer a formal and structured plan and sequence of lessons, helping to ensure teachers are covering all skills required within the mathematics curriculum using the yearly overviews and resources available to them for planning.
- Develop conceptual understand of the ability to apply and recall their ‘sticky knowledge’ effectively and rapidly.
- To show a clear progression in attainment and ability of the children’s knowledge and understanding from reception to year 6.
- Finally, to develop growth mindset, independence and resilience that enable children to reason and problem solve real world everyday situation with increased confidence.

PSHE

Personal, Social, Health and Economic (PSHE) Education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for the opportunities, responsibilities and experiences of adult life. PSHE has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. In order for children to embrace the challenges of creating happy and successful adult lives, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. We are following a high quality, evidence-based and age-appropriate course which helps pupils develop resilience, and to know how and when to ask for help. We follow the PSHE Question Model Long Term Plan by the PSHE Association in a two-year rolling programme to ensure that all aspects of the subject are covered.

RSE – taught from resources PSHE Association

The aims of relationships and sex education (RSE) at our school are to:

- provide a framework in which sensitive discussions can take place.
- prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.

- help pupils develop feelings of self-respect, confidence and empathy.
- create a positive culture around issues of sexuality and relationships.
- teach pupils the correct vocabulary to describe themselves and their bodies.

Our values of Be Loving | Be Respectful | Be Responsible | Be Positive | Be You are fundamental in our approach to teaching RSE. These values underpin our approach to relationships with each other.

Science

At Farnham and Rickling Federation, we recognise the importance Science has in every aspect of our daily lives, it is an essential part of 'Life in all its fullness'. We link our Science closely to our Forest Schools (at Farnham) and our 'Forest School/Wellie Wednesdays' provision for all year groups at Rickling. This means that the children can have an extremely practical scientific knowledge of their local area, whilst gaining essential skills that are fundamental for life. Through the framework of the National Curriculum there is an emphasis on the five areas of practical enquiry: observing over time, pattern seeking, fair and comparative testing, classifying and research. This develops the natural curiosity of the child, encouraging respect for living organisms and the physical environments and provides them with opportunities for critical evaluation of evidence.

- Plan and teach lessons that will support and challenge our pupils encouraging retention of key scientific factual knowledge by building in enough time for pupils to learn and remember key scientific facts.
- To develop a scientific curriculum which identifies and sequences the knowledge pupils need, especially to work scientifically.
- Our two-year rolling programme develops this scientific knowledge and conceptual understanding through the specific disciples of Biology, Chemistry and Physics.
- To provide engaging and memorable science lessons to equip them to understand the uses and implications of science, today and for the future.
- Lessons will be well resourced to give children the best opportunities for high quality practical work that has a clear purpose in relation to the curriculum.
- Children will be encouraged to ask and answer their own scientific questions.
- Children will participate in enquiries when working scientifically.
- Teachers will continue to link science to other curriculum areas especially during the annual Science Week
- We will continue to use 'Forest Schools' and 'Wellie Wednesday', educational visits, extra- curricular activities and link with other external organisations (such as Children Challenging Industry and FAB Science) to enrich science learning and provide opportunities for Science Capital throughout the year.

Teachers use a range of resources including SNAP Science, TWINKL and Hamilton.

PE

At the Federation of Rickling and Farnham Primary Schools, we strive to create a culture which aims to inspires the next generation to be active and enjoy physical activity. We provide a safe and supportive environment for children to flourish in a range of different physical activities which we believe is essential in supporting children's physical, emotional, spiritual, social and moral development. Our curriculum is supported by Get Set 4 PE which provides a varied, stimulating and progressive program of activity. We encourage all children to develop their understanding of the way in which they can use their body, equipment, and apparatus safely, yet imaginatively to achieve their personal goals. All children can enjoy being physically active, maintain a healthy lifestyle and increase their self-esteem through sport. We aspire for children to adopt a positive mind-set and believe that anything can be achieved with determination and resilience. Our PE Curriculum, along with PSHE and science, teaches children about the importance of healthy living and learning about the need for good nutrition. We aim for children to develop the necessary knowledge and skills which will have a positive impact on their future by becoming physically active citizens to benefit their long-term health and well-being.

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

- develop competence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sport and activities.
- lead healthy, active lives.

Geography

As a Federation, we believe Geography is an important subject which permeates through all aspects of our school environment, from weekly assemblies to theme weeks and projects. We want our children to develop a sense of place. It is a subject often linked to our outdoor learning.

We encourage the children to raise and answer questions about the natural and human worlds, making links and comparisons with other parts of the world, and encouraging courageous advocacy in relation to our Global Partners work linked with Christian Aid and our Forest schools. Our Geography curriculum provides a focus for understanding of the environmental issues and sustainable environments, as well as encountering different cultures and societies and how nations work together. We encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

The aims of Geography in our schools are:

- to inspire pupils' curiosity to discover more about the world and how places are interconnected and interdependent.
- to develop an excellent locational knowledge, enabling children to know about the world's continents, countries, cities, seas and oceans and where they are in relation to the rest of the world.
- to develop in children the skills of enquiry and interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and digital mapping.
- To help children understand human and physical Geography, equipping pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes, and how they shape locations and can change over time through fieldwork and physical experiences.

History

Our ambition is that every child will leave our school with a wide range of knowledge and skills of history to be the best historians they can be, regardless of their background, needs, interests or abilities. We aim to create a love of Historical enquiry and an understanding of how the past can shape the children's future. We want to give children a secure knowledge of the chronology of history, as well as enabling them to have deeper learning experiences of some of the more significant turning points in national and global world history. Our aim is to instill a love of History to all our children, with clear continuity and progression across the Federation. We have worked hard to provide an interesting and varied curriculum that interests and intrigues our children while meeting the needs of all backgrounds, cultures and abilities.

Through our curriculum we aim to:

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage, with an understanding of significant events in British history and to appreciate how things have changed over time.
- to equip the pupils with an excellent knowledge and understanding of chronology, people, events and contexts from a range of historical periods, including significant events in Britain's past.
- the ability to respect historical evidence and make critical use of it to support their learning. •To understand how Britain is part of a wider culture and to study some aspects of world-wide history.
- to have a developing sense of curiosity about the past and how and why people interpret the past in different ways.
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Music

At the federation of Farnham and Rickling, our music curriculum intends to inspire and encourage children along their life long musical journeys. We have implemented changes from the new model curriculum released in 2023. We follow the Music Express Curriculum which ensures all aspects of music are taught sequentially. We hope to develop in our children a lifelong love of music by exposing them to diverse musical experiences, by providing opportunities to listen and respond to different musical styles and by encouraging them to find their voices as singers, performers and as composers. This will enable them to become confident, reflective musicians.

The aims of our Music curriculum are to develop pupils who:

- can sing and use their voices individually and in a group.
- create and compose music on their own and with others.
- use technology appropriately when composing.
- have opportunities to learn a musical instrument.
- understand and explore how music is created, produced and communicated.
- listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions.
- enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc.
- use and understand musical language and include musical features in their own work.
- make judgements about the quality of music.
- have opportunities to play a variety of tuned and untuned percussion.
- have different opportunities to take part in performances.

Design and Technology

Our aim is to provide continuity and progression for all pupils throughout the curriculum as they move through the school. We aim to ensure health and safety of all pupils during design and technology activities. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team.

- We offer structured progressive lessons which ensure teachers can cover the skills required to meet the aims of the national curriculum by using the Kapow units of work or adjusting the objectives to a topic-based project.
- Teachers plan exciting and interesting lessons which enable the children to generate ideas through their own experiences.
- Children can explore, develop and communicate their own ideas through planning, discussion and equipment.
- Children develop problem-solving skills and evaluate their own ideas and designs.
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At our school, we intend that children should master Design and Technology to such an extent that they can go on to have careers within Design and Technology and make use of design and technology effectively in their everyday lives. Our children will be taught Design and Technology in a way that ensures progression of skills and follows a sequence to build on previous learning. Our children will gain experience and skills of a wide range of formal elements of design and concepts of technology in a way that will enhance their learning opportunities, enabling them to use design and technology across a range of subjects to be creative and solve problems, ensuring they make progress.

Art and Design

The school uses a variety of teaching and learning styles in art and design lessons. The principal aims are to develop children's skills and understanding in designing, making and evaluating as well as developing drawing, painting and sculpture to communicate their ideas, experiences and imagination. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of other artists, architects and designers. They have the opportunity to use a wide range of materials and resources, including ICT. As in all our subjects, children are encouraged to use a growth mindset in Art and Design. Learning Partners are used to support in articulating and evaluating learning. Art is often linked to other areas of the curriculum including RE, Science, History and Geography.

Computing

At the Federation of Farnham and Rickling Primary Schools, we aim to provide all our children with the skills, creativity and enthusiasm to live and thrive in a world increasingly dependent on computing. Our broad, balanced and challenging Computing curriculum aims to instill a sense of enjoyment around using technology for all our pupils. We aim to develop an appreciation of capabilities and the opportunities technology offers to, create, manage, organise and collaborate. We want to develop our pupils' confidence when encountering new technology, which we believe is a vital skill in the ever evolving and changing landscape of technology. Through our curriculum, we intend for pupils not only to be digitally competent and have a range of transferable skills at a suitable level for the future workplace, but also to be responsible

online citizens and have an understanding of appropriate online behaviour, copyright issues, being discerning consumers of online information and have a healthy use of technology. We aim for children to gain experience and skills in a wide range of technology in a way that will enhance their learning opportunities, enabling them to creatively use technology across a range of subjects. We intend that the use of computing will enhance and extend learning across the whole curriculum whilst contributing to motivation and the development of social skills.

We follow the Kapow Computing course which covers the National Curriculum objectives ensuring that all pupils:

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

French

Our aim intent at Farnham and Rickling schools, is that key stage 2 pupils become proficient in speaking, listening and writing conversational and basic French as well as using this learning as an opening to learn about the different cultures and traditions of French speaking areas of the world. A high-quality language curriculum should foster pupils curiosity and deepen their understanding of the world around them. The teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in text. It provides opportunities for them to communicate for practical purposes, learn new ways of thinking and read books, articles and listen podcasts in the original language. The intent of language teaching at Farnham and Rickling is to provide the foundation for learning further language skills, equipping pupils to study and work in other countries and to be excited and inspired to speak and understand other languages. We follow the Early Start French course Parts 1,2 and 3.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.
Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.
Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through regular monitoring mornings held half termly. During which the governors will: walk through classrooms, look at books, meet with children and talk to staff.

Subject Leads and the Senior Leadership Team monitor the way subjects are taught throughout the school by lesson observations and learning walks. Subject leads sample their subjects, which involves looking at lessons, books and talking to the students.

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

This policy will be reviewed annually by the Head Teacher, Curriculum Lead and Curriculum Committee. At every review, the policy will be shared with the full governing board.

IMPACT

At Farnham and Rickling Federation, the impact of our curriculum is shown not only in our academic results but in the experiences and 'fullness' of learning that the children receive whilst at our schools. We truly believe in our vision, 'Through Faith and Nurture We Thrive – Life in all its fullness (John 10:10).Our creative, skills-based curriculum provides a climate for interactive learning in which children are interested and engaged through the provision of purposeful learning experiences. Exciting and real-life learning outcomes are achieved through teachers creatively linking subjects together. Children leave the 'The Federation of Farnham and Rickling' with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections to become lifelong learners.

Links with Other Policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- F&R Special Needs Policy
- F&R Equality Policy
- SMSC Policy