



# Teaching & Learning Policy

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# Teaching, Learning and Curriculum Policy 2024-25

Please note this policy should be read in conjunction with our RE and EYFS Policies; our Safeguarding Policy and our Agreed Principles Document which outlines a set of consistent approaches in the following areas:

## Agreed Principles

- Assessment
- Behaviour
- Complimentary curriculum
- Faith ID
- Learning environment
- Lessons
- Marking & Feedback
- PATHS
- Phonics
- Planning
- Professional Conduct
- R.E. & Worship
- Safeguarding
- SEND
- Subject leadership
- Wellbeing

The how we teach is covered by these principles document. The what and why forms the main part of this policy.

## The Curriculum at St Richard's School

*"Remember to look up at the stars and not down at your feet. Try to make sense of what you see and wonder about what makes the Universe exist. Be curious. And however difficult life may seem, there is always something you can do and succeed at. It matters that you don't just give up."*

(Stephen Hawking)

## Curriculum drivers

Our curriculum development is underpinned by 4 fundamental key drivers. These are the enjoyment of learning; the opportunities it creates; the inclusion of all and the mental and emotional wellbeing of all children. These are explained further in the chart below.

## ST RICHARD'S CURRICULUM DRIVERS

**For the children to love learning and experience WOW moments.**

*"We do not remember days, we remember moments"*

**Cesare Pavese**

**For the children to experience a broad, balanced and varied curriculum that will shape their future outcomes, enhance their knowledge of the world in which they live, build upon current interests whilst creating new interests, and open the door to new knowledge and experiences.**

*"Education is the passport to the future, for tomorrow belongs to those who prepare for it today."*

**Malcolm X**

**That all children can access our curriculum, they make good progress that is individual to them and barriers to their learning are minimised.**

*"Childhood is not a race. It is a small window of time to learn and develop at the pace that is right for each individual child."*

**Magda Gerber**

**For the children to experience pride, satisfaction, self-belief, risk-taking, success and failure in a learning environment that is safe, nurturing and brings out the best in the young person.**

*"By education I mean an all-round drawing out of the best in the child...; body, mind and spirit."*

**Mahatma Gandhi**

## **What makes our curriculum unique to St Richard's**

This policy is unique to St Richard's School and reflects OUR vision for the delivery of the curriculum. Our offer is ever evolving and will reflect both the needs and interests of the children, but also the skills and expertise of the staff.

Every pupil that attends St Richard's school brings with them their own knowledge and experiences. This may include: belief, languages, culture, family, socio-economic background, additional needs, interests and early experiences. We recognise that the cultural capital of our pupils at St Richard's varies significantly, therefore it is imperative that we offer a rich cultural experience to all of our pupils. Through our curriculum, we strive to ensure that pupils are given the opportunity to become educated members of society who appreciate, and are inspired by, the world in which they live and have an aspiration to explore, to grow, to be curious and to be passionate, thus enabling them to be successful in their education, careers and social development.

At St Richard's we acknowledge that some of our pupils have not had the same early experiences. This could include not having had the opportunity to explore their immediate local area. Therefore, when planning trips, we ensure that children have both the opportunity to explore their local area plus experience trips and events which are new to them and take them further afield. We are also aware that some pupils have a strong cultural capital so we strive to ensure that those pupils still experience new opportunities and adventures that will enhance their love of learning and their future outcomes. This is also represented in our curriculum choices. We try to have a balance between building on prior skills and knowledge and new learning that they previously encountered, the children themselves, comment upon the variety of topics covered, how they continue to expand their learning and how they continue to learn things that are new.

We are continuously working hard to ensure that the children are taught about people and events that are significant to them and represent the community that we serve. We want to create an environment where there is cultural openness and acceptance. By exposing the children to a vast variety of significant figures and events, our hope is that the pupils feel both inspired and represented, and also have raised aspirations for themselves.

On entry in EYFS, some pupils are below age expected level for speech and language and knowledge and understanding of the world and we recognise that this can have implications for their future outcomes. Where possible, we have tried to create a cross-curricula approach, particularly in EYFS and Key Stage 1. At St Richards's we recognise that Cross-curricular work offers a creative way to develop children's knowledge, skills and understanding while motivating them to learn through interesting, interconnected topics. By immersing themselves in the topic the pupils can develop their language through repetition.

## **Curriculum Intent**

At St Richard's CE Primary School we aim to foster a life-long love of learning through memorable, inspiring and engaging lessons. We have designed a bespoke curriculum that not only ensures that the children receive a broad and balanced curriculum but is also relevant to the children's interests and gives them not just the knowledge but the skills and understanding to become well-rounded and successful citizens.

At St Richard's we celebrate all subjects and provide the children opportunities to excel in all areas and passionately believe that a rich diet of learning experiences not only improves a child's cultural capital but also makes the learning purposeful and motivating. We are passionate that all children feel successful and have the opportunity to be successful.



**We aim to deliver out curriculum through:**

- Creative, fun and memorable learning experiences which provide the children with opportunities that they may have not have experienced before.
- A strong nurturing environment that enables all children to feel successful and safe to take risks.
- Putting the emotional and mental well-being at the heart of all that we do.
- Making excellent use of our extensive grounds as well as an abundance of trips and curricular activities.
- Establishing cross-curricular links, where possible, and giving the pupils opportunities to build on prior knowledge.
- Ensuring that the curriculum is accessible to all children and that successes are celebrated in all curriculum areas
- Special enrichment days and weeks for the whole school and individual classes.
- Being flexible to enable learning to be guided by a child's interests.

**Send and Accessibility Statement**

St Richard’s CE Primary School aims to be an inclusive school which responds successfully to the needs of the diverse community we serve. St Richard's school works closely with pupils, families and relevant outside agencies to ensure that potential barriers to learning are reduced or minimised and allows them to learn, achieve and participate fully in school life. We make reasonable adjustments to enable all children to access the curriculum. By offering a broad and balanced curriculum, setting high expectations and taking into account pupils’ varied life experiences and needs we aspire that all pupils will achieve their full potential, and excel in areas of strength.

**Our curriculum offer**

 <p>Curriculum Design at St Richard’s</p> 				
<p><b>EYFS</b> <i>Acorns Playgroup, Nursery and Reception</i></p> <p>In the EYFS we believe that the EYFS is fundamental in providing solid foundations for future learning. Planning is guided by the children’s interest and next steps. We follow the Development Matters in Early Years Foundation Stage guidance, planning for the seven areas of learning. This includes the three prime areas: Personal, Social and Emotional Development, Communication and Language and Physical Development, as well as the Specific Areas: Literacy, Mathematics, Understanding the World and Expressive Arts.</p>				
<p><b>ENGLISH</b></p> <p>Literacy Tree for English (R-6) and Reading (3-6)</p> <p>Phonics DfE Letters &amp; Sounds (N-2)</p> <p>Literacy Tree &amp; Babcock Spelling (3-6)</p>	<p><b>MATHEMATICS</b></p> <p><b>Maths Mastery Approach</b></p> <p>At St Richard’s we use White Rose to support our planning.</p>	<p><b>RELIGIOUS EDUCATION</b></p> <p>Planning set by the Southwark Diocese.</p> <p><b>Year N – 6</b></p>	<p><b>PSHE, Relationships &amp; Wellbeing</b></p> <p>The PATHS Programme (Promoting Alternative Thinking Strategies) forms the main part of our curriculum. We also use the Christopher Winter project material Other aspects are covered through science, computing and PE. Some elements will also be developed or consolidated through Big Pictures.</p>	<p><b>PE</b></p> <p>Overview from Sports Coaching developed into our own scheme.</p> <p><b>(Year 1 – 6)</b></p> <p>Swimming</p> <p><b>Taught by Springboard using their schools programme.</b></p>
<p><b>SCIENCE</b></p> <p><b>(Year 1-6)</b></p> <p>Each year group follows the science coverage as laid out in the National Curriculum.</p>	<p><b>HISTORY, GEOGRAPHY, ART &amp; DESIGN, DESIGN TECHNOLOGY, COMPUTING</b></p> <p><b>Covering all the requirements of the National Curriculum through Big Picture Topics in Year 1 - 6.</b></p> <p>Coverage is shown through year group overviews as well as individual subject overviews.</p>		<p><b>MFL</b></p> <p>At St Richard’s we teach the children Spanish. We use the Language Angels Scheme to support our planning.</p> <p><b>(Year 3-6)</b></p>	<p><b>MUSIC</b></p> <p>At St Richard’s we teach the children Music using the KAPOW planning.</p> <p><b>(Year 3-6)</b></p>

**For a full breakdown of our individual Intent, Implementation and Impact statements for each subject area please see the following subject specific sections of this policy**

## **ENGLISH**

### **INTENT**

At St Richard's, we recognise the importance of early language development in creating opportunities later in life. From this, our English Curriculum has been developed to support a life-long appreciation of reading and writing.

We love reading and want every child to discover their own love of reading before they leave our school. On top of understanding the importance of reading to acquire knowledge, we want our pupils to know and enjoy the pleasure of books. Our strong and growing reading culture helps provide a rich context for learning both inside and out of the classroom.

We choose engaging, high quality books that are representative of our diverse local community and allow the children to see and understand the world through different lenses. Through these texts, we create opportunities for children to develop empathy and philosophical enquiry. Similarly, our pupils develop spoken language through debate, drama and discussion about the issues raised in the texts. As a school, we value how our text choices can help expand our pupils' knowledge beyond their immediate experiences.

Unsurprisingly, a wide range of quality texts form the basis of our English teaching. We endeavour to foster an enthusiasm for writing by providing meaningful writing opportunities that allow pupils to write for different purposes and audiences. We believe it is important for our pupils' futures to be able to write confidently in all contexts.

Creating a vocabulary-rich learning environment is important for our school community. We know that unlocking new words and language opens doors for future learning and life experiences.

Frequent visits, trips out of school and WOW days provide valuable stimuli for the learning of new vocabulary.

#### **Reading**

Through our literacy curriculum, we use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. We recognise that texts are influential in expanding pupil's knowledge beyond their immediate experiences. Our aim is that by the time pupils leave St Richard's, they will have been exposed to several Shakespeare plays through collaboration with the Orange Tree Theatre. Over recent years, children have studied: King Lear, The Merchant of Venice, The Tempest and Macbeth. Children are taught to read in a variety of ways, both directly and indirectly. Guided reading is taught through a combination of group work and whole class depending on the needs of the individual class. Both methods focus on the skills of comprehension, broadening vocabulary and general appreciation.

#### **Writing**

Writing in role using a range of genres is key to our approach and we will always aim for our writing opportunities to be meaningful; whether short or long and that the audience is clear. We also strive to ensure that writing is always purposeful whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area. Writing is not limited to literacy lessons only and can be expected in our big picture topics throughout the year as well. We use stimuli which inspires, enthuses and challenges all pupils. Writing lessons are taught explicitly throughout the week using the Literacy Tree program where pupils are expected to write

little and often. Pupils are given the opportunity to reflect upon their writing to edit it and check they have correctly applied spelling, punctuation and grammar. Progress is monitored regularly and feedback is given both orally and through marking to ensure that each child is aware of how they can improve their next piece of writing. Handwriting is practised in every year group. Children who consistently maintain neat, legible writing will be awarded a pen licence to use in literacy lessons.

### **Grammar, Punctuation and Spelling**

As a school we recognise the importance of developing children's vocabulary and how it improves all areas of communication – listening, speaking, reading and writing. We continually provide opportunities to enable pupils to strengthen their vocabulary. Just as it is essential to have a purpose for writing, we also ensure that our grammar and spelling is meaningful. Alongside specific grammar, punctuation and spelling lessons, we also integrate this learning into the English lessons so children can apply these skills. Spelling rules are taught throughout the week and implementation is encouraged across the curriculum.

## **IMPLEMENTATION**

### **Reading**

- We will deliver 3 reading sessions a week in KS1 and 2 in KS2 through either whole class sessions or through smaller groups.
- Our aim is to develop fluency and expression, understanding of the text as well as an enjoyment of books.
- We have two well-stocked libraries which children have access to and are encouraged to use them to borrow books.
- Each classroom also has their own reading corner with a selection of books which children have access to.
- Children are heard to read frequently throughout the school.
- Each class will also listen to a story read to them by their teacher.
- Those children who are not at their age related expectations will have interventions and be guided through the 'Fresh Start' programme to help them reach their targets.

### **Writing**

- We will deliver four weekly sessions with lessons taken from the Literacy Tree Scheme of Work.
- The lessons will focus on different types of texts: fiction, non-fiction and poetry. There will be a variety of books used including picture books from Reception up to Year 6.
- Children will have opportunities to write a length but to also complete shorter writing tasks.
- The writing tasks will have a focus on thinking about who is the audience and what the purpose of the task is.
- The writing tasks will be meaningful and cover a range of genres such as, but not limited to: a story, diary entry, newspaper article, persuasive argument and a letter.
- Children will have the opportunity to edit their work before it is marked.
- Marking will be done through the use of green and yellow highlighters to identify the child's successes and next steps in their writing in line with our marking policy.
- Throughout the unit of work, there will be grammar and punctuation lessons linked to their writing tasks to make these lessons more meaningful and purposeful.

- In KS1, children will receive daily phonics lessons. Those in KS2 will have spelling lessons twice a week with the children who have not passed their phonics screening, receiving further phonics interventions.
- In KS2, our spelling combines two schemes, Babcock's No Nonsense spelling as well as the Literacy Tree's Spelling Seeds. Together these schemes allow children to learn words which they can apply into their writing immediately. This makes their spellings more purposeful.
- Children in KS2 will have regular dictation assessments where they will have to spell some words which follow the rules and patterns that they have been learning.

## **IMPACT**

- Pupils will leave St Richard's with an enjoyment of reading for pleasure.
- Pupils will have developed their own strategies for spelling unknown words.
- Pupils will have built up a stamina for writing at length and have developed methods for self-editing their own work.
- With our literacy curriculum being well established throughout the school, children will be confident in writing in a wide range of genres which can be transferred to secondary school.
- These writing skills will be used throughout the wider curriculum to show the consolidation of grammar, punctuation and vocabulary in all aspects of writing which can be used later on in life.
- We hope that as our children move on from St Richard's, they will do so with a solid foundation of writing which they can then nurture and develop throughout their further education.

## **PHONICS AND EARLY READING**

### **INTENT**

At St Richard's School we have adopted a robust and consistent approach to the teaching of early reading. We believe that it is a fundamental skill that will allow children to access all areas of the curriculum successfully, laying a firm foundation for their futures. Our intent is that all children, regardless of their background and starting point, become fluent readers.

In EYFS and Key Stage 1 there is an emphasis on the teaching of phonics. Our phonics is taught following the DfE Letters and Sounds programme. Within daily phonic sessions, children have the opportunity to revisit previous learning and practise and apply new skills in structured but engaging ways. All reading books sent home and used in lessons are fully decodable and closely matched to the phonic knowledge of each child.

### **IMPLEMENTATION**

We will deliver an early reading program that comprises of:

- Delivery of Letters and Sounds Phase 1 programme in Nursery through informal learning opportunities as well as focused adult led sessions. These sessions aim to develop phonological awareness and oral blending and segmenting skills.

- Direct, focused phonics which is taught every day in Reception and Key Stage 1. Daily phonics sessions are highly structured, providing the opportunity for revision, introduction of new learning, and time to practise and apply new skills in engaging ways.
- Phonics will be taught progressively from EYFS to Year 2 as an effective way of developing children’s reading and spelling skills. Alongside phonics, children are also introduced to “tricky” words which have to be learned and cannot be sounded out.
- Children will read from books with the sounds they know, while they are learning to read. In lessons they will apply their skills using our fully decodable Dandelion Reading Scheme. Outside of phonics lessons and at home children will enjoy a wide range of fully decodable books from a variety of different publishers. These books are organised into phonic phases and teachers will ensure that children read books which are very closely matched to their current phonic knowledge.
- Children are assessed at least half termly and where they are not making sufficient progress there is a robust system for catch-up sessions delivered by skilled, trained teaching assistants. This may be delivered through a small group or intensive 1:1 support.

### **IMPACT**

Through the teaching of systematic, synthetic phonics our aim is for children to become confident decoders and fluent early readers by the end of Key Stage 1. This will provide them with the opportunity to develop their reading fluency, expression and comprehension as they progress through Key Stage 2.

Attainment in phonics is measured through the Phonics Screening Check at the end of year 1.

Attainment in early reading is measured by end of Key Stage One SATs.

We believe that reading is the key to all learning and so the impact of our phonics and early reading curriculum goes beyond that measured by statutory assessments. Our aim is that by the time they leave St Richard’s all children, regardless of background, ability or additional needs will:

- develop a love of literature
- become enthusiastic, confident and motivated readers
- enjoy reading for pleasure

### **Lesson Planning and Structure**

Teachers produce a weekly phonics plan for their class and differentiated plans for identified children/groups who are working at an earlier stage of learning phonics. Lessons will be clearly structured following the Letters and Sounds recommended four part model set out below:

<b>Revisit and Review</b>	Revise previously taught grapheme-phoneme correspondences (GPCs). Revise previously taught tricky words.
<b>Teach</b>	Teach new GPC and tricky words.
<b>Practise (word level)</b>	Practice blending and reading words with newly taught GPC. Practise segmenting and spelling words with newly taught GPC.
<b>Apply (sentence level)</b>	Practise reading using decodable books or writing a caption or sentence using the new GPC and tricky words.

## Letters and Sounds Organisation

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b> (Phase 1 continues across phases until children are secure in oral blending and segmenting).	<b>Phase 1</b>					
	Aspect 1: General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting					
<b>Reception</b>	<b>Phase 2</b> s, a, t, i, m, n, o, p, b, c, g, d, h, e, f, v, k, l, r, u, ck	<b>Phase 3</b> j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ng, qu, ai, ee, igh, oa, oo (long), oo (short), ar, or, ur, ow, oi, ear, ure, er			<b>Phase 4</b> No new graphemes introduced. Consolidation and learning to read with adjacent consonants.	
<b>Year 1</b>	<b>Phase 4</b> Revision	<b>Phase 5</b>				
		<p style="text-align: center;"><u>New graphemes for reading</u> ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e</p> <p style="text-align: center;"><u>Known graphemes for reading: alternative pronunciations</u> a, e, i, o, u, ow, ie, ea, er, ou, y, ch, c, g, ey</p> <p style="text-align: center;"><u>Alternative spellings for each phoneme</u> /ch/ /j/ /m/ /n/ /r/ /s/ /z/ /u/ /i/ /ear/ /ar/ /air/ /or/ /ur/ /oo/ /ai/ /ee/ /igh/ /oa/ /(y)oo/ /oo/ /sh/ new phoneme /zh/</p>				
<b>Year 2</b>	<b>Phase 5</b> Revision	<b>Phase 6</b>				
		<p style="text-align: center;">During this phase children increase reading fluency and spelling accuracy.</p> <p style="text-align: center;">They will learn spellings for: prefixes and suffixes, simple past tense, memory strategies for high frequency and topic words and wider spelling guidelines.</p>				

**Note:** Letters and Sounds teaching sequence detailed here is altered slightly to support progression through the Dandelion Reading Scheme.

## Letters and Sounds Implementation

### Nursery

Children will be introduced to **phase 1** of the Letters and Sounds programme. Through continuous provision and small group work they will learn to discriminate different environmental, instrumental and voice sounds and develop a sense of rhythm, rhyme and alliteration. They will also begin to learn to orally blend and segment words through games and structured play.

### Reception

Teachers will introduce and complete **phases 2 and 3** of Letters and Sounds and introduce **phase 4** in the second half of the summer term. Children should be secure in **phase 3** by the end of the reception year. In addition to the daily discrete 20 minute phonics lesson children will access carefully planned activities that provide opportunities for them to apply their phonic knowledge independently throughout the day in continuous provision.

### Year 1

Teachers will revise **phase 4** and introduce and complete **phase 5**. Children should be secure in **phase 5** by the end of year 1. Children will receive a discrete daily phonics lesson of about 30 minutes. Children will have opportunities to reinforce their phonic knowledge through activities such as shared and guided reading and writing.

### Year 2

Teachers will revise **phase 5** and introduce and complete **phase 6**. Children should be secure in **phase 6** by the end of year 2, enabling them to read fluently and spell accurately.

### Assessment

Children are continually assessed by teachers and support staff to check that they are making progress in their phonics learning. We use our own excel record sheets to track progress through phase 1 and Phonics Tracker, an online programme, to assess progress in phases 2-6. Class teachers assess their children each half term. The number of GPCs known, ability to blend and segment with them and to read tricky words as well as 'alien' words are all checked half termly. At the end of year 1 there is a statutory assessment known as the Year 1 Phonic Screening Check. This assessment will establish whether individual children have learned phonic decoding to the appropriate standard. Those who do not reach the required standard will receive additional support in year 2 and will be screened at the end of the year.

### Intervention

Regular phonics assessment allows teachers to see gaps within children's learning and identifies GPCs, tricky words and skills which children need to continue practising. Where appropriate, daily intervention groups are offered to children who need additional support. In addition, support staff and teachers provide short, daily 1:1 intervention throughout the day to help children close gaps in their phonic learning.

### Resources and delivery of lessons

All classes are well resourced for the teaching of phonics and practises are consistent across the school:

- All infant classes display a phonics frieze appropriate to the phonics phase they are learning.

- Teachers use matching mnemonic flashcards alongside our bespoke St Richard's ditties and actions to introduce and teach new GPCs.
- All infant classes have a phonics resource box containing large and small GPC flashcards, magnetic letters, whiteboards, dry wipe pens, word cards and games.
- Teachers present lessons in line with the four part model on interactive whiteboards.
- Sound buttons are used to indicate phonemes and sound lines for digraphs/trigraphs. Split digraph lines are shown above words.
- 'Phonics fingers' are used to identify and segment phonemes starting with thumb on non-writing hand.
- 'Blending hands' indicate that children should blend phonemes to read words.
- Real words are shown using 'thumbs up' and alien words by the 'thumbs down' sign.
- Teachers model how to 'spot the digraph' and 'split the word' when teaching how to decode words of more than one syllable.
- Fully decodable books (Dandelion Launchers/Readers) are used in the 'apply' section of every lesson, to support the teaching of newly introduced GPCs and to revisit previously taught sounds.

### **Reading Schemes**

We ensure that while they are learning the phonic code, children read only books that are fully decodable and which match their current phonic knowledge. Our reading scheme is organised according to phonic phases and books have stickers showing which phonic phase they belong to. Our reading scheme comprises a wonderful range of fully decodable fiction and non-fiction texts. Currently this includes titles from Big Cat, Phonics Bug, Oxford Reading Tree Traditional Tales, Project X, Alien Adventures, Floppy's Phonics and Hero Academy. Teachers ensure that children read books which are carefully matched to their current phonic knowledge.

### **Home School Partnership**

Parents are invited to attend a phonics workshop when their children start reception class to learn about our approach to teaching early reading and phonics. A further parent workshop is held in the spring term of Year 1 to explain the phase 5 curriculum content and the Year 1 Phonics Screening Check. A fully decodable book is sent home every day, matched to the child's current phonic knowledge and parents are strongly encouraged to read with their child daily.

### **Professional Development**

St Richard's Primary School is firmly committed to the continuing professional development of staff. Teachers and support staff have all attended accredited Letters and Sounds training and receive ongoing support and training from the Phonics Lead and Wandle English Hub Literacy Specialist.

## MATHEMATICS

### OUR INTENT

Mathematics is an essential skill which provides a way to make sense of the world. At St Richard's we are committed to ensuring that children recognise its importance and develop the ability and confidence to use their knowledge in the wide range of contexts, both within school and in the wider world.

We recognise that our parents may themselves have had different mathematical journeys, resulting in greater or lesser levels of confidence. At St Richard's we aim to bridge this gap and develop deep mathematical understanding in *all* our children as well as nurturing enthusiasm and enjoyment of the subject itself. We follow a mastery approach, based on the White Rose program, which encourages a 'growth' mathematical mind-set. A child with a fixed mind-set will believe that their basic abilities and talents are pre-wired and fixed. In contrast, a child with a growth mindset believes that if you work hard and are committed, you can achieve. Through the mastery approach to maths, the strong belief at St Richard's is that with skilful teaching and careful nurturing of a growth mindset, all children can achieve and enjoy.

### IMPLEMENTATION OF THE MATHS CURRICULUM

#### **Factual fluency**

Achieving automaticity in key instant recall facts (e.g. subitising, number bonds and times tables) is crucial in providing children with a firm foundation upon which to build understanding and reasoning both in primary and on through secondary school. Classes from Reception to Y4 spend 10 minutes a day practising these essential facts which continue to be practised on a weekly basis once they are more secure in Years 5 and 6. At St Richards, we are part of the Mastering Number Project, supporting children to develop strong number sense from Reception through to Y2. This focus on recognising additive facts continues through into Y3 in our daily Mastering Number sessions. In years 3 and 4 the focus is on achieving instant recall multiplicative facts. Knowing these times tables facts is fundamental at KS2, where children begin to work with fractions, ratio and percentages.

#### **Sequenced steps leading to depth of understanding.**

Our planning for mathematics follows the structure of the White Rose Maths curriculum. Small progressive steps build fluency and understanding of mathematical concepts. Each unit is studied in depth using plenty of discussion of problems, carefully modelled mathematical language, concrete resources and a variety of different approaches in order to achieve mathematical fluency with full understanding rather than relying on superficial rules and procedures. The detailed Ready to Progress document (see link below) allows teachers to track the progression of skills and knowledge, giving them a clear understanding of children's previous learning and what they will be moving onto. This also allows them to back-track if gaps in knowledge should become apparent. The school is also a long-standing member of the DfE funded Maths Hub programme, sharing good practice between schools and ensuring that all staff at all levels understand the pedagogy of the mastery approach.

Achieving a deeper level of mathematical understanding gives learners self-belief and confidence, including the confidence to make mistakes and find alternative ways of solving problems. At St Richard's, we aim to send our pupils on to Key Stage 3 armed with factual fluency, understanding and self-confidence, enabling them to flourish in the next stage of their mathematical journey.

### **Mathematics in the Early Years**

The first few years of a child's life are especially important for the development of mathematics. The objective, therefore, for those working in Early Years, is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age. At St Richard's our EYFS teachers build their lessons around the BBC's Numberblocks characters, supported by the materials produced by the NCETM (National Centre for Excellence in the Teaching of Mathematics), which are designed to draw out and build on the maths embedded in the stories contained in each episode.

During short, carefully planned input sessions, precise use of mathematical language and key sentences provide models for children to follow and build their own ideas around. Children are encouraged to talk about what they have noticed and explore mathematical concepts in the form of relevant activities which bring the numbers and ideas to life in the wider Early Years environment. From Reception through to Year 2, children also follow the Mastering Number Programme, which focusses on the ability to 'see' number (subitise) and develop a sense of how numbers work together. Familiar structures provides continuity between learning in the Early Years through into KS1.

### **Assessment**

Children's progress is assessed through observation during lessons and discussion as well as using written evidence. Assessment is used to inform future teaching and enable teachers to spot gaps that need to be filled before moving on. Flashback sessions at the start of lessons keep recent learning fresh in children's minds and further inform teachers' understanding of where children are with their learning. Work may be self-marked in lessons to enable the children themselves spot misconceptions and correct their own mistakes. The aim is for all children to be able to keep up without the need for catch up. Where extra help is needed to achieve this, intervention sessions are held using precisely targeted ready-to-progress materials.

### **IMPACT**

Our Y6 children will leave St Richard with efficient recall of number facts, deep mathematical understanding and flexibility of thinking giving them the solid foundation they need to succeed at KS3 and beyond.

## **SCIENCE**

### **INTENT**

Curiosity is at the heart of our Science Curriculum at St Richard's CE Primary and as we follow the National Curriculum, we endeavour to instil in our pupils a life-long curiosity about the world around them and encourage critical and creative thinking.

By so doing, we aim to create a strong foundation for science at secondary level.

We believe first hand experiences are essential for learning. Science units are often enriched with special visits and visitors because we want our pupils to understand how varied and wide-reaching the study of science is. Forest School is a regular part of our EYFS and KS1 curriculum and we strive to promote cross-curricular links. We believe an appreciation and respect for biodiversity and the environment is important for our pupils, so science lessons are often held outside the classroom, in our extensive outdoor space as well as in our local area. We also believe it is important for our pupils to develop a secure understanding of their own biology as well what choices they can make to live healthy lives.

## Implementation

In Key Stage 1 the Science curriculum is taught through a cross-curricular approach and forms part of the children's Big Picture topic. In Key Stage 2, science lessons are taught discreetly and links to Big Pictures or English texts are made where possible.

The **key skills** we focus on to ensure our pupils have a strong scientific foundation are:

- Asking questions and carrying out fair and comparative tests
- Observing and measuring change
- Identifying, classifying and presenting data
- Drawing conclusions, noticing patterns and presenting findings



### OVERVIEW OF SCIENCE KEY STAGE 1 AND KEY STAGE 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>Science:</b> Animals including Humans/ Everyday Materials		<b>Science:</b> Seasons and Weather		<b>Science:</b> Plant/Living Things and Their Habitats	
<b>Year 2</b>	<b>Science:</b> Plants/Everyday Materials		<b>Science:</b> Animals including Humans/Living Things and Their Habitats		<b>Science:</b> Plant/Living Things and Their Habitats /Animals including Humans	
<b>Year 3</b>	<b>Science:</b> Fossils and dinosaurs (classification)/Forces/ Magnets		<b>Science:</b> Rocks and Soils/Animals including Humans (nutrition, muscles and skeleton)		<b>Science:</b> Flowering plants/Light and shadows	
<b>Year 4</b>	<b>Science:</b> Living Things and their Habitats/ Electricity		<b>Science:</b> States of Matter/Sounds		<b>Science:</b> Animals including Humans/Thinking Scientifically	
<b>Year 5</b>	<b>Science:</b> Forces/Earth and Space		<b>Science:</b> Animals Including Humans/Thinking Scientifically		<b>Science:</b> Living Things and Their Habitats/Properties and Changes of Materials	
<b>Year 6</b>	<b>Science:</b> Light/Evolution & Inheritance		<b>Science:</b> Electricity/Living Things and Their Habitats.		<b>Science:</b> Animals and Humans	

To ensure learning is embedded and deepened, we explicitly map links across and within key stages as well as ensuring skills are built upon year on year.

### Building our skills

[Science Skills progression.pdf](#)

### Building our knowledge

[Knowledge Progression in Science.pptx](#)

## IMPACT

By the time pupils graduate and leave for secondary school, they will be inquisitive scientists who have the knowledge and skills to understand the world around them and the tools that enable them to pursue their unanswered questions.

## COMPUTING

### INTENT

Technology is changing the lives of everyone. Through our computing curriculum, we aim to equip our children to participate in a rapidly changing world where work and leisure activities are increasingly influenced by technology, both as consumers and creators. We recognise that a range of cultural and financial influences can greatly impact a child's access to technology and their cultural capital in this area. We aim to ensure that children from all backgrounds gain the exposure they need to inspire and empower them.

The curriculum will teach children key knowledge about how computers and computer systems work, and how they are designed and programmed. Learners will have the opportunity to gain an understanding of computational systems of all kinds, whether or not they include computers.

Our intention is that Computing also supports creativity and cross-curricular learning to engage children and enrich their experiences in school and at home. We believe that a child's chances of being a productive and safe digital citizen are greatly improved by involving families in the conversation: therefore, we strive to support and encourage parents and carers to set boundaries and share in their child's online experiences. Touch-typing is nurtured as a life skill for all pupils, particularly for children with barriers to handwriting.

All our children should leave Year 6 as safe and responsible digital citizens with the ability to confidently engage with and utilise key technologies, both in their on-going learning and in their life in general.

### IMPLEMENTATION

By the time they leave St Richard's, children will have gained key knowledge and skills in the three main areas of the computing curriculum: **Computer Science** (coding, programming and understanding how digital systems work), **Information Technology** (using computer systems to store, retrieve and send information) and **Digital Literacy** (evaluating digital content and using technology safely and respectfully).

The children will have experiences of all three strands in each year group, but the subject knowledge imparted becomes increasingly specific and in depth. For example, in the Early Years, children experiment with Bee-Bots and learn about sequential instructions (e.g. for making a sandwich). Then in Key Stage 1, children use computers to control on-screen sprites using LGFL JiT, before progressing to 'block' programming with LGFL Visual and finally text-based programming in Key Stage 2 using LGFL Logo. Much of our learning, including coding and publishing, is done within the LGFL (London Grid For Learning) suite of resources. These provide the equivalent of other coding platforms such as Scratch, and other publishing software such as Word, but all contained within our own on-line learning space, with familiar controls and interfaces. This platform allows children to save their progress in school and at home and share their files with their teachers.

The planning for each of the three curriculum strands is structured to develop skills incrementally, year-on-year, but with opportunities for learning objectives to be revisited, allowing for consolidation, independent application, or 'gap filling' depending on the needs of each individual child. Children who were already secure in that area will be supported to apply their skills independently in new areas. Embedded within these lessons will be opportunities to practise core skills such as logging on, managing passwords, saving work, touch typing and effective research skills using the internet. In addition to discrete computing lessons, employing cross-curricular links motivates pupils and supports them to make connections and remember the steps they have been taught. We make links to local history with a trip to the nearby National Physical Laboratory at Bushy House, and key historical figures such as Alan Turing and Tim Berners-Lee, the inventor of the World Wide Web.

To ensure high-quality teaching and learning, staff subject knowledge is regularly surveyed, and appropriate refresher courses, resources and peer support are made available. Children's work is regularly moderated by the in-school subject co-ordinator, both internally and in liaison with local schools.

## **IMPACT**

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and become the very best version of themselves they can possibly be. We expect children from all backgrounds and with all levels of ability to be inspired to see computing and its related industries as a valid, aspirational career-route.

Whilst it is all but impossible to predict the exact nature of the technological developments children will encounter in the decades to come, it is clear that actively producing content will become just as important as passively consuming. The implementation of this curriculum ensures that when children leave St Richard's, they will have developed the confidence, skills and enthusiasm they need to express themselves creatively and protect themselves and others responsibly, in Key Stage 3 and beyond.

## **PHYSICAL EDUCATION**

### **INTENT**

At St Richard's CofE Primary School, we recognise the importance of Physical Education and the role it has to play in promoting long term, healthy lifestyle choices.

The intent of our PE curriculum is to provide all children with high quality PE and sport provision which develops their skills in both the short and long term. Our vision is for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles.

Through our teaching of PE, we aim to provide opportunities for all pupils to develop values and transferable life skills such as fairness and respect as well as providing them with opportunities to take part in competitive sport.

### **IMPLEMENTATION**

We strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We have a strong record of inclusivity and adaptation, as we believe all children have a right to high quality Physical Education, regardless of individual requirements or difficulties.

The same specialist staff deliver PE lessons to all year groups, including Early Years, enabling accurate assessment and appropriate progression. St Richard's is fortunate enough to have a large playing field and our own indoor swimming pool with specialist swimming instructors who also teach and assess all year groups. Accurate assessment allows us to identify areas of strength and concern, both individually and as a school. Both sports coaches and teaching staff provide extra-curricular clubs for both Key Stage 1 and 2.

For all St Richard's sports teams, selection is based primarily on ability, with each child's commitment, consistency and behavioural attitude then taken into account. We impress upon the children the responsibility that comes with representing the school within the wider community. These factors are assessed on an on-going basis through the year, during PE lessons, clubs and training sessions.

All children in Reception to Year 6 swim weekly throughout the year in our onsite, refurbished indoor pool and the majority of children are confident swimmers by the end of Reception Class. We recognise the impact that this has on their confidence across the curriculum. Our pool operators, Springboard Swimmers, teach in groups of up to 7 learners and focus on good quality stroke and breathing techniques until children are confident, competent swimmers. In year 7 children are also taught basic first aid life saving techniques. Our strongest swimmers are invited to our 'Elite' sessions before school and our coach works on their strength and stamina. The then go on to represent the school in the borough swimming gala.

## **IMPACT**

At St Richard's, P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if the children are taught well and are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to become physically confident in a way which supports their on-going health and fitness.

Although enjoyment is the priority, we deliver a progression of the general and specific skills needed for a child to advance into later life with the sports and activities they love. We provide opportunities for children to participate in competitive sport, learning from both victory and defeat, to build character and nurture values such as fairness, cooperation and respect.

We are delighted with the growing enthusiasm for sport within the school, as reflected by the increased demand for places in the various football, tag rugby, running, gymnastics, dance and multi-sports clubs.

## **ART AND DESIGN**

### **INTENT**

At St Richard's Primary School we don't just strive for our children to become artists but we want them to become innovators, inventors, creators amongst other things. We believe that children should develop an appreciation and a good understanding of a wide range of different art forms. Our inclusive ethos means that all children are able to access the curriculum and can express themselves in any way they choose.

Our Art curriculum is founded on developing a child's understanding of the fundamentals in Art, looking at a range of diverse artists, designers and sculptors. We want them to build upon the skills that they gain during Art lessons in drawing, painting, and sculpture and use those to develop and create pieces that are unique and meaningful to them.

We have chosen to use sketchbooks which enable the children to practise their skills and evaluate the outcomes which they can reflect on and use for future artwork. This enables the children to feel proud of their progress in art as they move up through the school.

Throughout Primary school we offer opportunities for every Year group to visit an Art gallery. This not only provides our children with a cultural experience but it also ignites interest and encourages them to develop opinions and make decisions without judgement.

## **IMPLEMENTATION**

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Our whole school curriculum provides children with opportunities to develop their skills in art using a range of media and materials. Children have the opportunity to explore and evaluate different creative ideas and as a school we have chosen to focus on developing their skills in drawing, painting, textiles and sculpture. Art is displayed around school to motivate and inspire others and to celebrate the pupils' artwork in their class.

All pupils will study a range of works by famous artists throughout their time at our school. In the Early years we include Art and Design in all of our practice and throughout each topic. Throughout KS1 the children will study artists within broader big picture topics and from Year 3 upwards children will have big picture topics that have art as the main focus.

We have decided at St Richard's to provide the children with many opportunities to experience Art and Design outside the school grounds. Each year group from Reception to Year 6 will have the chance to visit a museum or Art gallery to explore a wider variety of art and to gain some hands on experience.

## **IMPACT**

Over their time at St Richard's, the children will become creative learners, who will have a web of knowledge about the great artists of the world. Creativity and uniqueness will be celebrated and children will become astute at editing and improving the pieces they have created. As teachers, there will be an emphasis placed on individuality and children will be given the freedom to explore art using their imaginations. Children will have embedded the key art and design skills needed to allow them to produce inventive pieces of art.

## **DESIGN TECHNOLOGY**

### **INTENT**

At St. Richard's Primary School we have designed a curriculum with the intent that our children will gain a practical understanding of the world around them, and become resilient, independent and creative thinkers. We aim to provide children with a DT education that is relevant in our rapidly changing world. We want to encourage our children to become problem solvers who can work creatively on a shared project.

We believe that high-quality DT lessons will inspire children to think independently, innovatively and develop creative, procedural and technical understanding. Our DT curriculum provides children with opportunities to research, represent their ideas, explore and investigate, develop their ideas, make a product and evaluate their work. We believe that children should have a variety of different experiences including as much first-hand practise as possible. Children will experience a range of skills within their Design and Technology subjects but as a school we have chosen to focus on the following: food technology, textiles and structures and mechanisms; through this, children will develop their skills, vocabulary and resilience.

## **IMPLEMENTATION**

The teaching of Design and Technology across the school follows the National Curriculum. Children design products with a purpose in mind and an intended user of the products. Food technology is implemented across the school with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this.

Design and technology is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high quality Design and Technology curriculum; through well planned and resourced projects and experiences. We aim as a school to allow pupils to develop design and making skills using a wide range of tools and materials.

## **IMPACT**

Within design and technology, we strive to prepare children to take part in the development of tomorrow's rapidly changing world. We aim to encourage children to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology, children combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impact. Our design and technology curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. As designers children will develop skills and attributes they can use beyond school and into adulthood.

## **GEOGRAPHY**

### **Intent**

*'Geography seeks to understand how different views, values and perspectives influence and affect places and environments at different scales. It helps explain why places are changing, how they are interconnected and why patterns of inequality exist at both local and global scales.'*

**The Geographical Association**

At St Richard's, we provide a broad and balanced curriculum which teaches our children to better understand the world: its people, places and environments. We aim to produce children who are

curious about the world around them, respect the planet and understand the importance of sustainability.

## Implementation

Our curriculum is designed to ensure that children to study all four strands of Geography (Locational Knowledge, Place, Skills, and Human and Physical Geography) within and across key stages in order that they are well equipped for the demands of the KS3 curriculum. Our extensive outdoor space as well as our local area provide a fantastic platform to explore many natural processes and concepts, so Geography lessons often include visits outdoors to put learning in context. This enables our children to work on skills such as observation, mapping and fieldwork. Our children also have many opportunities to see Geography in action further afield; with recent trips including the London Aquarium, Southsea beach, the Steam and Water Museum and the Natural History Museum.

### **Building our knowledge and skills**

[Geography progression..pdf](#)

## Impact

We believe such a broad range of topics studied and places visited gives our children the knowledge and skills needed to become individuals with an awareness and understanding of the fascinating lands, features, phenomena, and people of our world.

## **History**

### Intent

Through the teaching of History at St Richards, we aim for children to see history as a continuous story that has shaped the **Britain we live in today, as well as the wider world**. We endeavour to ensure that children understand the process of change, the diversity of societies, the complexity of people's lives, as well as their own identity and the challenges of their time.

We intend for our children to have real life experiences, to learn about history in an active way and to be inspired to ask inquisitive questions. Our curriculum is therefore enriched with events, trips and activities which use primary sources and artefacts. Recent examples include interviewing a friend of the school and WW2 survivor, making Mayan hot chocolate, and creating Roman shields to test soldier formations. Links to Geography and other subjects are also explored.

We want our pupils to leave St Richard's with a genuine interest and sense of excitement about history and fully equipped to progress to their next stage of learning. Our aim is for our pupils to develop strong skills of enquiry and achieve a deeper understanding of the world and the role they might play in it.

## Implementation

We implement our curriculum so that our children have real life experiences, to learn about history in an active way and to be inspired to ask inquisitive questions. Our curriculum is therefore enriched with events, trips and activities which use primary and secondary sources, and artefacts. Recent examples include interviewing a friend of the school and WW2 survivor, making Mayan hot chocolate, and creating Roman shields to test soldier formations. Links to Geography and other subjects are also explored.

Children in Early Years and KS1 will explore changes over time both within and beyond living memory to enhance their chronological understanding. Children in Year 1 and 2 will study a range of significant historical people, places and event to expand the range and depth of their historical knowledge.

To ensure our children see the history of Britain as a continuous story, children in KS2 follow a progressive curriculum, starting from the Stone Age and moving through time and year groups to the Victorian era.

Planning is based on the National Curriculum and progression is traced through the following **key concepts**:

<b>Historical Interpretation:</b>	Do we all share the same understanding of the past?
<b>Historical Understanding:</b>	How do we find out about the past? Understanding the potential challenges of historical sources.
<b>Chronological Understanding:</b>	The sequence in which things happen.
<b>Causes and Consequences:</b>	The understanding that events often affect, rather than just precede what follows.
<b>Community and Change:</b>	How society, politics and economics have changed over time
<b>Similarities and Differences:</b>	Drawing parallels and noticing differences over time.
<b>Historical Significance:</b>	How do we choose what is important in history?

Threads running through learning, encourage children to make connections, thereby deepening understanding of recurring themes within our history curriculum.

The **themes** that we build on throughout our children's learning journeys are:

- **Power (Government, Monarchy and Democracy)**
- **Society and Beliefs**
- **Science and Technology**
- **Invasion and Settling**
- **Trade and Economics**

History Coverage

[History Subject Coverage.docx](#)

Building our Skills

[History Progression Map.pdf](#)

## Impact

Our teaching of History supports pupils in gaining an understanding of the changes in our locality through time, the richness and diversity of civilisations past, and indeed their own identity. They will have the valuable skills needed to be able to compare and contrast aspects of different time periods, explore the legitimacy of different sources, and use evidence to build up a picture of past events.

## **MODERN FOREIGN LANGUAGES (MFL)**

### **INTENT**

At St Richard's, we have chosen to teach Spanish because it is one of the most widely spoken languages in the world, and the spoken language of Spain, the most popular holiday destination for British travellers. Our children love learning words, phrases and sentences along with songs in Spanish. In addition, the vast majority of our children will go on to learn Spanish in their secondary school.

We want our pupils to develop confidence and competence in Spanish; and to leave our school passionate and curious about learning languages.

Through fun, well planned lessons we will help them progress in the 5 key language skills necessary for learning any language:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between Spanish and English. We will also help strengthen their sense of identity through learning about culture in Spanish speaking countries and comparing it with their own.

### **IMPLEMENTATION**

At St Richard's, Spanish is taught in a variety of ways to make our children's learning experiences more meaningful: singing, role play, paired and groups games, reading, writing new vocabulary in a variety of contexts and learning about the country itself.

## St Richard's CE Primary School

### Spanish Whole School Long Term Plan

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Over the year children will be exposed to some vocabulary relating to: Greetings (E) Nursery Rhymes (E)	Over the year children will be exposed to some vocabulary relating to: Numbers 1-10(E) Colours(E)	Phonetics 1(C) + I am learning Spanish(E)	Phonetics 1 & 2(C) + Greetings(E)	Phonetics 1,2 & 3(C) + Presenting myself(I)	Phonetics 1,2,3 & 4(C)
Autumn 2			Colours and Numbers(E)	Fruit (E)	The Seasons (I)	What is the Weather(I)
Spring 1			Animals(E)	Vegetables(E)	What is the date(I)	Do you have a pet? (I)
Spring 2			Transport(E)	Shapes (E)	Family (I)	The Weekend(I)
Summer 1			I can...(E)	My Home (I)	Clothes(I)	School (P)
Summer 2			If time allows teacher to pick another unit	If time allows teacher to pick another unit	If time allows teacher to pick another unit	
Cultural Lesson				Feliz Navidad	La Tomatina	La Fiesta de San Fermín

**Where to find the unit key:**

C - Core Vocabulary  
E - Early  
I - Intermediate  
P - Progressive

## IMPACT

Our MFL curriculum will ensure all pupils develop key language learning skills set out by the national curriculum, as well as a love of languages and learning about other cultures.

## MUSIC

### INTENT

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

Music is a universal language that embodies one of the highest forms of creativity binding all cultures and beliefs. At St Richard's CE Primary School music education inspires and engages children to foster a love of the subject, raising self-confidence, developing individual talents and nurturing a sense of achievement. We believe that music is an integral part of a child's development at all levels and abilities aiming to inspire their imaginations. St Richard's is a 'singing school' where children of all backgrounds and abilities are included and encouraged to perform in a variety of locations including at our own Christmas nativities, local festivals and the O2 Arena. Music at St Richard's covers a range of musical skills within all year groups exploring the various musical

elements including pulse, rhythm and pitch. Pupils will have the opportunity to learn at least one musical instrument and perform in a variety of settings. Music has no boundaries and is inclusive and accessible for all. We believe music can support positive mental health, provide a platform for expressing emotions and bring our community together.

## **IMPLEMENTATION**

Our music curriculum ensures pupils develop a critical engagement with music providing opportunities to sing, listen, play, perform and evaluate, guaranteeing progression across the year groups. Previous skills and knowledge are returned to and built upon. Children tackle more complex tasks and develop an understanding of the history of music, staff and other musical notation. This is embedded in classroom activities as well as whole school weekly singing assemblies, celebrations, various concerts and choir ensemble performances.

In Nursery, we follow the updated early years curriculum followed in Reception and year 1 using Jolly Music. Based on the Kodaly method, all aspects are taught through a repertoire of playground rhymes and songs. Children learn to identify musical elements, reinforced through physical actions, activities and musical games. From year 2, the inter-related dimensions of music are taught in classroom lessons using the Kapow Primary Music scheme. This takes a holistic approach to music, in which the individual strands are woven together to create engaging and enriching learning experiences. In year 2 to year 6 half hourly lessons are taught on a weekly basis by our music lead and specialist, ensuring strong subject knowledge and a delivery of a highly effective and robust music curriculum.

We believe all children should have the opportunity to learn an instrument. In year 2 the children learn to play the recorder, and from year 3 the glockenspiel is taught in a number of lessons over the years. In year 4 children have the opportunity to learn the guitar in weekly whole class sessions with two instrumental specialists from the Richmond Music Trust. Follow on group or individual music lessons are also available to pupils to continue to develop their skills and ability on a musical instrument the term after the sessions. Pupils also have the chance to learn an instrument privately in individual or small groups with the Richmond Music trust from year 2. In KS2, children are also invited to join our popular choir. Opportunities are taken to perform in class, in whole school assemblies and also to parents and the wider community.

Performances at St Richard's form an essential part of our academic calendar providing children with a range of experiences. We proudly continue the well-loved tradition of all children performing in a nativity at Christmas with Nursery to Year 1 in one production and Year 2 to Year 6 in the second. As well as these intimate whole school occasions, additional opportunities include KS2 children performing locally in venues such as old people's homes, the Rose theatre, the Richmond Christmas lights switch on and Summer Paddle board event to much larger scale events including singing at the Young Voices concert at the O2 and partaking in the Prom Praise for schools at the Royal Albert Hall.

## **IMPACT**

Through a child's learning journey at St Richard's, their musical skills and understanding are built on year on year. The curriculum allows pupils to discover areas of strengths as well as areas they might like to improve, including the opportunity to foster their instrumental flare and use this as a form of expression. It develops an appreciation and respect for a wide range of musical styles from around the world and how music is influenced by the wider cultural, social and historical contexts. The

integral nature of music creates an enormously rich palette which pupils may access fundamental abilities such as achievement, self-confidence and self-reflection. Creating confident performers, composers and listeners who are able to express themselves musically at and beyond school. Most children will achieve age related expectations in music at the end of their cohort year. Music assessment is monitored through both formative and summative assessment opportunities to inform planning, lesson activities and differentiation. Summative assessment is completed at the end of each Kapow unit. Music is monitored by the subject leader and SLT throughout all year groups using a variety of strategies including pupil voice, lesson observations and staff discussions. Feedback is given to staff and reviewed yearly.

## **PSHE EDUCATION (PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (INCLUDING RELATIONSHIPS, HEALTH AND WELLBEING) POLICY**

### **INTENT**

To develop our pupils' self-awareness, positive self-esteem, resilience and confidence to:

- Stay as healthy as possible
- Keep themselves and others safe
- Have worthwhile and fulfilling relationships
- Respect differences between people
- Develop independence and responsibility
- Play an active role as members of a democratic society
- Make the most of their own and others abilities
- Manage 'normal stresses of life

We aim to develop social and emotional learning skills and vocabulary which will enable them to make positive choices throughout life. The curriculum has been designed to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills. We recognise that it is important to empower children to know that all feelings are ok to have and to have both the vocabulary to name the emotion as well as have strategies to manage comfortable and uncomfortable feelings. We feel sure that our curriculum has a positive impact on pupil's self-esteem, emotional intelligence and self-control, as well as academic engagement.

### **IMPLEMENTATION**

We have developed a curriculum map to ensure all elements of both the statutory Relationships and Wellbeing curriculum and the non-statutory elements that we have chosen to include in our programme of study. These include elements of Personal, Social and Economic education.

We follow a programme called PATHS@ and most of our Relationships education is delivered through this. The programme is a social-cognitive programme progressively covering the following social emotional learning skills in a developmentally appropriate way:

- Emotional understanding
- Self-control

- Social problem solving
- Peer relations and self esteem

The programme is designed to help children:

- develop specific strategies that promote reflective responses and mature thinking skills
- become more self-motivated and enthusiastic about learning
- obtain information necessary for social understanding and pro-social behaviour
- increase their ability to generate creative alternative solutions to problems
- learn to anticipate and evaluate situations, behaviours and consequences

In addition, we have identified other curriculum areas where we can teach aspects of the PSHE education curriculum. These include Science, Maths, P.E. and our cross curricular Big Pictures. Other aspects of the Relationships and Health education, not covered in these subjects, are covered using the Christopher Winter project lesson materials.

## **IMPACT**

We believe that the breadth of study included in our provision provides our children with the foundation for a healthy, happy adult life. The Path curriculum builds incrementally over the key stages to ensure children have the resilience they need to face the challenges life throws at them and supports good mental health. The wider curriculum ensures that children learn to understand and take responsibility for their own health and wellbeing. Finally, through our programme looking at the wider world we aim to broaden children's horizons and develop aspirations.