



Rishton Methodist Primary School

Curriculum Policy

School Mission Statement

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world.

Rise uptake courage and do it"

Ezra 10:4

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. We plan lessons following the objectives given in the National Curriculum in a cross curricular, thematic manner.

Values

The school curriculum is underpinned by the values that we hold dear at our school.

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty.
- We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We value independent learning as a life skill and our curriculum reflects and provides opportunities for this.
- We value democracy and the rule of law, aiming to teach pupils to distinguish right from wrong, and promote a mutual respect and tolerance of those with differing faiths and beliefs.



Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to teach children the basic skills of Literacy, Numeracy, Science and Computing
- to enable children to be creative and to develop their own thinking
- to enable children to recognise and utilise their own best learning style
- to teach children about their developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage
- to enable children to be positive citizens in their community and wider society
- to fulfil all the requirements of the National Curriculum and the Lancashire SACRE Syllabus for Religious Education
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- to create opportunities in which parents and carers can be involved in their child's learning

We plan our curriculum based solely on the National Curriculum objectives. Each year group has devised topics that allow the children to be fully immersed in an area of History, Geography or Design Technology each half term, using memorable activities to allow the children to hang their learning on. Teachers use these topics to plan out a half term's work, using our curriculum overviews, that allows for objectives from the National Curriculum to be taught. Each half term a different curriculum area is taught along with a focus which is covered in its entirety, ensuring all objectives from the National Curriculum are achieved and built on throughout the school. The focus areas for each term are as follows:

Autumn Half Term 1 and Spring Half Term 2 – History

Spring Half Term 1 and Summer Half Term 2 – Geography

Autumn Half Term 2 and Summer Half Term 1 – Design and Technology.

At the start of each half term an end of unit outcome is set by each class teacher outlining what we expect the children to be able to do at the end of the term. Ways in which this outcome can be achieved are created using ideas from the Rainbow Continuum. This helps teachers identify different ways children can achieve the end of term outcome regardless of ability.

Throughout each of the terms, other curriculum areas such as Art, P.E., PSHE, R.E, Science and Music are taught alongside the main focus area either as a stand alone subject or tied into the topic we are studying.

In the Foundation Stage and at Key Stages 1 and 2 we adopt a topic approach to curriculum planning. We plan the curriculum carefully and progressively, so that there is coherence and full coverage of all aspects of the seven areas of the Early Years Foundation Stage and of the Revised National Curriculum.

Our short-term plans are those that our teachers write on a weekly or daily basis.

We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

Children with Special Needs, including Able, Gifted and Talented

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

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If staff or parents or carers raise a concern about a child, his/her teacher will make an assessment under



advice from the SENCo. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation.

The Foundation Stage

The curriculum that we teach in the Early Years class meets the requirements set out in the revised Early Years Foundation Stage.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Early Year's class builds on the experiences of the children in their pre-school learning.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders leadership time each term, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The Deputy monitors the subject leader's files and leads the development of the creative curriculum across the school.

Monitoring and review

Our Governing Body's SEC is responsible for monitoring the way the school curriculum is implemented.
Date of next review of Curriculum policy: January 2022

Signature from Governors:	Date:
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Signature of Head teacher:	Date:
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