

Marshlands Primary School



Curriculum Policy

Date Written	Review Date	Written By	Policy Version
October 2024	September 2026	Mr James Wrafter	3.1

Please Note: This Curriculum Policy replaces the Teaching and Learning Policy used previously.

Contents

1. Curriculum Statement			2
2. Legislation and Guidance			4
3. Roles and Responsibilities			5
3.1 The Governing Body			5
3.2 The Headteacher			5
3.3 The Core Subject Leader & The Foundation Subject Leader			5
3.4 The Subject Coordinators			6
3.5 Other Staff			6
4. Organisation and Planning			7
5. Inclusion			8
6. Monitoring			9
7. Subject Specific Information			10
7.1 Art & Design	10	7.7 Music	16
7.2 Computing	11	7.8 PE	17
7.3 Design& Technology	12	7.9 PSHE	18
7.4 History	13	7.10 RE	19
7.5 Geography	14	7.11 Science	20
7.6 MFL: Spanish	15		

1. Curriculum Statement

At Marshlands Primary School, we believe that education is a key factor in transforming the lives of children so that they can be whatever they choose to be. For this we have three key intentions that drive our curriculum:

1 – To continue to build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that children can know more, remember more and understand more.

2 – To further develop a curriculum which nurtures learning behaviours and develops a curiosity towards the exploration of knowledge enabling children to know more, remember more and understand more.

3 – To establish a curriculum where children know the difference between right and wrong, celebrate diversity, experience a cultural capital and are ready to be global citizens in order to know more, remember more and understand more.

Intent

We continue to develop and enhance our curriculum to ensure it is ambitious and meets the needs of all pupils. We ensure the National Curriculum is not only covered but personalised to ensure pupils have the skills they need for not just their primary educations but also for life. We are proud that our curriculum is based on a precise understanding of our pupils and our community and therefore gives pupils solid foundations on which to build.

We feel it is important that our curriculum reflects our school values: individuality, resilience, curiosity, respect, belonging, enjoyment, positivity and dream. This is underpinned by British Values which aim to erode misconceptions of different cultures and faiths and to develop a strong moral foundation. These values are of equal importance and permeate through all aspects of every child's education and personal development.

Each national curriculum subject has been designed with a specific intention that reflects our values and pupil needs. Each subject also identifies big ideas that are revisited throughout different key stages, allowing pupils to retain and apply prior knowledge in a variety of contexts.

Our content is also focused on develop children's aspirations through enterprise and purposeful opportunities to encourage pupil voice.

Everything we do is progressive and designed to close the gap. As a result, we carefully consider topics to develop children's cultural capital and social, moral, spiritual and cultural development, as well as using the strengths of our learning communities.

Through this intent we strive to ensure breadth and depth in all subjects, allowing children to become the masters of their own learning, regardless of ability. Allowing our pupils to take ownership of their learning will develop a genuine love of learning without the fear of failure.

Threaded throughout our curriculum is the intent that we address prejudice and stereotypes and promote equality.

Implementation

Every topic starts with a 'Topic Launch' which the pupils call a WOW Day. Classrooms may be transformed, exciting activities are planned and pupils are hooked into their new topic. In the past, pupils have solved crimes, critiqued film trailers, taken part in treasure hunts, designed and created huge piece of art work and even used raw materials to build shelters. The pupils very much lead the learning and explore for themselves, rather than having knowledge imparted on them.

Once the pupils are hooked into their topics, teachers plan units of work that incorporate different subjects, build on prior knowledge and makes meaningful links to ensure that learning is purposeful but also follows the interests of the pupils, adapting the topic as necessary to make sure that everyone is interested and engaged. Where subjects have no obvious meaningful links, they are taught discretely.

Our teachers work really hard to design each topic to meet the needs of our pupils. They evaluate every topic they teach, thinking about how to make it better when teaching it to future pupils.

Alongside our curriculum, we also have our 'Marshlands Memories' for Key Stages 1 and 2, and our 'Foundation Footsteps' for the Foundation Stage.

Impact

We believe that, although our learning environment, website and pupils' work demonstrate exposure to our curriculum, the true impact will be shown when pupils demonstrate they know more. We ensure that pupils have opportunities to meet concepts and big ideas in a variety of ways and over many years so that knowledge is not only understood but embedded.

We use work scrutiny to demonstrate that the curriculum has been taught in a coherent and well sequenced way. We use pupil voice to check that pupils know more and remember more. Due to this, pupils will make at least good progress from their nursery starting point or last point of statutory assessment. Our pupils will have positive attitudes towards their learning and will demonstrate resilience when things are difficult. They will have high aspirations for themselves and will have the confidence to tackle new challenges. Alongside this, our pupils will have solid more foundations of right and wrong and will demonstrate respectful behaviour. More importantly, our pupils will be ready and equipped to make a positive impact on the world.

The monitoring of our intent, implementation and impact is the responsibility of all staff and the senior leadership team, overseen by our governors. The senior leadership team are responsible for day-to-day curriculum organisation. Subject leaders monitor the curriculum area for which they have responsibility. They monitor planning, ensure National Curriculum coverage, speak to pupils, monitor resources, observe teaching and support other staff. The senior leadership team have an overarching responsibility to monitor subject leaders and support them in their role.

Governors and senior leaders review the school's improvement plan and curriculum termly.

Mrs Stacey Tang

2. 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](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and Responsibilities

3.1 The Governing Body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

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

3.2 The Headteacher

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

- 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
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

3.3 The Curriculum Leader

The curriculum leader is responsible for leading and supporting the coordinators of all subjects.

They will complete their roles by:

- Producing standardised formats to be used across subjects
- Assisting with the monitoring of teaching and learning
- Approving requests for purchases
- Making requests for larger purchases
- Monitoring the implementation of the action plan
- Reviewing written subject reports
- Coordinating subjects during long term absences
- Supporting the subject coordinators with carrying out their responsibilities

3.4 The Subject Coordinators

The subject coordinators are responsible for managing and monitoring their subject across the school, including:

- The development and review of subject policy
- The development and review of key skills within their subject
- Ensuring coverage of the National Curriculum
- Monitoring teaching and learning within their subject
- Supporting staff with the teaching of their subject
- Organising and auditing subject specific resources and resource areas
- Making requests to purchase subject specific resources
- Writing and implementing an action plan
- Producing reports to highlight successes and identify areas to develop
- Leading CPD to upskill staff within their subject

3.5 Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and Planning

At Marshlands, we have a thematic approach to the curriculum which is organised by year group. Each phase follows a theme, or topic, for either a whole term or half a term. Where possible, subjects are taught in relation to these topics. When this is not possible, subjects are taught discretely.

Subject Specific Long Term Planning

Reading, Writing, Mathematics, Science, Computing, PE, RE and MFL all have subject specific long term plans. Where possible, there are adhered to but timings may be altered depending on the needs of individual classes and children; this will always be following discussion with the subject coordinator. Other subjects also have long term plans to show progression throughout the school.

Curriculum Mapping

In Key Stages 1 and 2, the curriculum is mapped out, stating activities and units that will be taught within the topic. These are reviewed frequently.

Progression of Skills/Skills Hex

Each subject has a progression of skills document which outlines the skills taught in each year group or phase of the school. There is also a progression of skills document for each phase which maps out when the skills are taught.

In some subjects, a Skills Hex has been developed to make skills development more meaningful for pupils and to allow them to see how skills transfer across different subjects. There is currently an ongoing project to introduce skills hexes in different curriculum subjects.

Medium Term Planning

For each topic taught, a medium term plan is produced which shows learning across all subjects. This document combines the activities and units from the curriculum map with the relevant progression of skills.

Lesson Planning

Teachers within a phase work together to produce more specific and detailed lesson plans for the units they teach, using the school's agreed proforma.

5. Inclusion

Teachers set high expectations for all pupils. They 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 SEND
- Pupils with English as an additional language

Teachers will plan lessons so that pupils with SEND 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 SEND policy and information report.

6. Monitoring Arrangements

The Governing Body monitors coverage of the National Curriculum subjects and compliance with other statutory requirements through:

- The Curriculum Committee
- Subject Coordinator Reports
- Visiting School

Subject Coordinators also monitor the way their subject is taught throughout the school by:

- Lesson Observations & Learning Walks
- Planning Scrutinies
- Book Scrutinies
- Pupil Interviews
- Teacher Interviews

The Curriculum Leaders will also assist with monitoring and, with the support of the Headteacher, will carry out Subject Coordinator Interviews.

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

All monitoring is stored electronically using Perspective.

7. Subject Specific Information

7.1 Art & Design

Intent

Our Art and Design curriculum has been designed to encourage curiosity, enjoyment, individuality and resilience. During art, children build their skills and develop their visual language to use different techniques with a range of media to produce finished pieces. This enables our children to express their creativity.

Planning

Art is taught throughout school through our creative curriculum and is linked to the topics we teach. We meet the aims of the National Curriculum within the intended phases of school.

We have a progression of skills which progresses through the phases; over a two year period, pupils master the skills outlined. In the first year, the skills are more supported (through adaptation and scaffolding) and in the second year, pupils are expected to become more independent in carrying out the skills.

Guidance has been provided on progression of using a sketchbook in Art & Design and also the vocabulary associated with Art & Design.

There are eight 'big ideas' in art that pupils will revisit across their time in Key Stage 1 and Key Stage 2 and these relate to working artistically, developing techniques and appraising art. The big ideas are: Media & Materials, Colour Theory, Effects, Techniques & Processes, Emotions, Visual Language, Artists & Artisans, Styles & Periods. For the purpose of progression, these have been further detailed in the art progression of skills document.

Teaching & Resources

Children have a sketchbook where they appraise different pieces of art, build skills, develop techniques, draft and evaluate. Finished pieces are displayed around school and then put into sketchbooks (where possible) so that children develop a portfolio of work.

Children learn from artists and through modelling and skill building. Sometimes, children work to recreate pieces of art and other times they are encouraged to express their own creativity.

The sketchbook is unique to the child and is not marked using the school feedback policy so the children feel safe to explore their creativity and not feel judged.

Resources are kept in the art cupboard. Additional resources can be purchased as needed. Classes should ensure that they order any resources prior to the unit of work beginning.

We have recently purchased Kapow for the teaching of art and design and we are in the process of implementing it.

Assessment

Art will be assessed by the progress of children throughout the year. Following the progression of skills to ensure that children's expertise are built upon. For each year group, examples of children's work are documented as the basis of what age-related looks like and kept by the Art subject coordinator.

Teaching staff, at the end of the year, will be able to state whether a child is meeting age related expectations in Art and Design and clear progress will be seen throughout the children's sketchbook with new techniques and skills built upon.

7.2 Computing

Intent

Our computing curriculum has been designed to encourage curiosity, enjoyment, individuality, resilience and respect. During computing, children learn the fundamental principles and concepts of computer science, how to use a range of software competently and confidently and how to communicate responsibly with a range of applications. This enables our children to be digitally literate.

Planning

We have a Long Term Plan for computing which maps the computing and ICT skills taught over Key Stage One and Key Stage Two.

The curriculum has been organised into two cycles for Key Stage One and Key Stage Two only, however each half term the area of learning remains the same, it is just delivered in a different way for each cycle.

Teaching & Resources

Purple Mash is used to deliver the Computing Curriculum. All children have their own account which keeps their work.

Resources for computing are kept in the ICT Suite or in the adjoining cupboard. iPads are kept in their own trolley which can be taken to individual classrooms when needed.

Assessment

Assessment will vary in computing, from creating a piece of work to show the knowledge gained at the end of a topic to questioning the children on their knowledge. Assessment will vary depending on the area of learning.

7.3 Design & Technology

Intent

Our design & technology curriculum has been designed to encourage curiosity, enjoyment and resilience. During D&T, children develop their skills through the evaluation and analysing of how things work, using their new skills to design new products that meet a purpose and criteria. This enables our children to solve problems.

Planning

We have a Topic Long Term Plan which maps the D&T taught within topics over Key Stage One and Key Stage Two.

The curriculum has been re-organised in Key Stage 1 and Key Stage 2 with a new two-year cycle of topics planned. Topics have been chosen and planned to cover all key objectives for Design & Technology in both key stages. In the first year, the skills are more supported (through adaptation and scaffolding) and in the second year, pupils are expected to become more independent in carry out the skills. The Progression of Skills document will be followed to ensure that children's expertise are built upon.

Each topic has a knowledge organiser that has key questions, related vocabulary, ideas for investigation and useful pictures and diagrams. This is the base of knowledge that pupils will learn in each topic.

There are five 'big ideas' in D&T that pupils will revisit across their time in Key Stage One and Key Stage Two and these relate to developing an understanding on how a product is created. These are: materials, manufacturing, functionality, design and critique.

Teaching & Resources

D&T is taught both theoretically and practically. Work is kept in the class big topic book which shows the children's practical work and also elements of work that is not practical – for instance: initial thoughts, research, planning and designing, evaluation and critique.

Resources are kept in the D&T cupboard. Additional resources can be purchased as needed. Classes should ensure that they order consumables prior to the unit of work beginning.

Assessment

At the end of each unit of work, teachers will ensure children can answer the key questions as outlined on the knowledge organisers. This can be done in creative ways (for instance creating a moving toy and evaluating it.) The depth in which the children can answer these questions will show their understanding of the unit.

Teaching staff, at the end of the year, will be able to state whether a child is meeting age related expectations in D&T. One child's work should be tracked throughout the year to demonstrate the age-related expectation and will be kept by the D&T subject coordinator. For this purpose, all work in the topic big books will be initialled.

7.4 Geography

Intent

Our geography curriculum has been designed to encourage belonging, curiosity and respect. During geography, children use a range of geographical techniques and sources to explore the world around them, the environmental issues that we face today and those that we may face in the future. This enables our children to become global citizens.

Planning

We have a Geography Long Term Plan which maps the geography taught over Key Stage One and Key Stage Two. The progression of skills document for each phase shows when objectives should be taught and within which topics.

As there are mixed year groups in school, the curriculum has been reorganised into two cycles in both Key Stage 1 and Key Stage 2, ensuring that children are taught the necessary objectives over two years within a phase.

Each geography topic has a knowledge organiser that has key questions, related vocabulary, geographical knowledge and useful pictures and diagrams. This is the base of knowledge that pupils will learn in each topic.

There are seven 'big ideas' in geography that pupils will revisit across their time in Key Stage One and Key Stage Two. These are: location knowledge, physical features, human features, geographical techniques, physical processes, human processes and cultural diversity. For the purpose of progression, these have been further detailed in the geography progression of skills document.

Teaching & Resources

Geography, where possible, is related back to what the child knows and their daily lives.

In KS1 work is kept in the class big topic book which shows photos of the children's practical work and also elements of work that is not practical – for instance: pictures, diagrams and maps.

In KS2 each child has their own topic book. The use of a geography WALT highlights when geography is being taught over history. Children are encouraged to take pride in their work and the expectations for handwriting and presentation are the same as those in their English writing books.

Resources are kept in the geography cupboard. Some classrooms also have their own globes, maps and atlases for quick and regular reference. Additional resources can be purchased as needed.

Assessment

Teaching staff, at the end of the year, will be able to state whether a child is meeting age related expectations in geography. One child's work from each year group should be tracked throughout the year to demonstrate the age-related expectation and will be kept by the geography subject coordinator.

7.5 History

Intent

Our history curriculum has been designed to encourage belonging, curiosity, enjoyment and respect. During history, children explore the concept of time, learn to use and challenge different sources and build their own judgements. This enables our children to understand the impact that our history has on today's world.

Planning

We have a History Long Term Plan which maps the history taught over Key Stage One and Key Stage Two.

As there are mixed year groups in school, the curriculum has been reorganised into two cycles, ensuring that children are taught the necessary objectives over two years within a phase.

Each history topic has a knowledge organiser that has key questions, related vocabulary, an example timeline as well as basic background knowledge to the subject and key facts. This is the base of knowledge that pupils will learn in each topic.

There are ten 'big ideas' in history that pupils will revisit across their time in Key Stage One and Key Stage Two and these relate to historical thinking and enquiry. These are: settlements, beliefs, location, main events, cultures and pastimes, food and farming, travel and exploration, conflict, society and sources.

Teachers use the history progression of skills to ensure that children's skills build over their time in primary school. This has been divided into Key Stage One, Lower Key Stage Two and Upper Key Stage Two. It is expected that, in the first year of learning new skills, children will require more scaffolding and support than when they revisit a skill in the second year of a cycle.

Teaching & Resources

History, where possible, is taught through an enquiry led approach. Children are encouraged to build up their own image of the past through information provided to them (through artefacts, sources of evidence, information) and are provided with opportunities to explain and share their thoughts and feelings, using these sources of evidence, and their knowledge, to support them.

Resources are kept in the history cupboard. Additional resources can be purchased as needed.

Assessment

As the children work through each unit of work, they will answer a range of mini assessment style questions. This will allow the teacher to gauge how well they are processing the period of time they are studying and how their ideas of the past are shaping.

At the end of each unit of work, teachers will ensure children can answer the key questions as outlined on the knowledge organisers. This can be done in creative ways (for instance designing an information leaflet for a history museum). The depth in which the children can answer these questions will show their understanding of the unit.

7.6 MFL: Spanish

Intent

Our MFL curriculum has been designed to encourage belonging, curiosity, resilience and respect. During MFL, children learn to listen to, understand, read, write and speak in a new language. This enables our children to have more opportunities to successfully communicate with others.

Planning

We have an MFL Long Term Plan which maps the Spanish which is taught throughout Key Stage Two and maps its progression.

Each year group has a broken down Long Term Plan, designed to show clear progression and as children move through the Key Stage, they use and build upon prior knowledge to gain new understanding. Throughout each unit of work, children are encouraged to listen carefully to spoken words, study the phonics of the language as well as read and write simple words and phrases. Once confident, these new skills are applied to activities and relevant games.

When there are mixed year groups in school, the content will be taught using the cycle approach. Sometimes, this may not be possible and therefore work should be differentiated accordingly.

There are six 'big ideas' in MFL that and these are embedded within the teaching and learning of this subject. These are: speaking, listening, reading, writing, culture and diversity and celebration.

Teachers use the MFL progression of skills to ensure that children's skills build over their time in Key Stage Two This has been divided into year groups.

Teaching & Resources

MFL is enriched using the 'Language Angels' Programme. Children are encouraged to learn through various media including: the use of film, audio, reading, writing, song and phonics (including the echoing of pronunciation).

Resources are on 'Language Angels' for which staff have a login and password.

Assessment

Children are formatively assessed during lessons against their ability to meet the lesson objectives. At the end of the units of work, teaching staff look against the progression of skills and should be able to state whether a child is reaching age expected expectations or not.

7.7 Music

Intent

Our music curriculum has been designed to encourage belonging, enjoyment, individuality, resilience and respect. During music, children learn to appreciate different styles of music to express themselves through the skills they build, working towards performance. This enables our children to express their talents and be constructively critical.

Planning

We have a Music Long Term Plan which maps the Music taught over Key Stage One and Key Stage Two.

There are seven 'big ideas' in music that pupils will revisit across their time in Key Stage One and Key Stage Two. These are the following: singing, notation, performance, instruments, musicians and composers, critique, genre, time and culture. For the purpose of progression, the children apply the Big Ideas through the musical skills further detailed in the Music Progression of Skills document.

Teaching & Resources

Music has both theoretical and practical elements. Children's work is recorded (visual, audio) and saved to the shared area or in topic books where appropriate. Children learn to appraise music, build their skills, write music (as appropriate for their age) and perform and evaluate their own music. Each half term, children will be exposed to a variety of music genres and composers (classical, pop rock, country, jazz, musical theatre and gospel). Children will listen to this music as a part of their assembly and will have the opportunity to enrich their understanding of famous musicians and composers.

Resources are kept in the music cupboard. Additional resources can be purchased as needed.

We subscribe to Music Express.

Assessment

Children will be formatively assessed in line with the progression of skills and the National Curriculum at the end of each year group, to ensure that children's expertise are built upon. For each year group, an example of one child's work is documented as the basis of what age-related looks like.

7.8 PE

Intent

Our PE curriculum has been designed to encourage belonging, individuality, enjoyment, positivity, resilience and respect. During PE, children work both together and individually to build skills, support peers, enhance personal bests and become ambassadors of sport. This enables our children to make good choices to lead healthy lifestyles.

Planning

We have a Long-Term PE plan which maps the PE taught over Foundation, Key Stage One and Key Stage Two. This is currently closely monitored and adjusted in line with COVID-19 Government advice.

Each class is designated two PE lessons per week, providing a broad opportunity for outdoor and indoor PE learning. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

Greater Depth children and SEND children are planned and catered for in all PE lessons to ensure that children are being challenged and supported in order to achieve their physical potential.

We plan teaching for a wide variety of sports including: invasion games, net and wall skills, athletics, gymnastics, dance, yoga and outdoor adventure activities. Through this, children will gain experience of a variety of fundamental skills. This has a focus on agility, balance, coordination and fitness.

Teaching & Resources

Teaching is delivered at a high standard, ranging from well-qualified and experienced staff to professional coaches, a sports specialist and a PE, sport and wellbeing apprentice. This contributes to the implementation of a broad spectrum of teaching and learning.

Children's achievements and progress are celebrated in lessons with 'beat your bests' tracked and photographs being uploaded and displayed around school, Class Dojo and the school website. Children's achievement in PE is celebrated further with a member of staff in each Key Stage choosing a PE Star of the Week, accompanied with a certificate.

Physical resources are varied and well-organised allowing for lessons to be appropriately equipped. Resources are under constant evaluation to see what can be omitted and also bought in, in order to supplement PE teaching and the curriculum further.

Further supplementation to our PE teaching and curriculum is the wide opportunity for children to take part in intra-sport (in school) and inter-sport (out of school) competitions. Children can apply what they have learned in PE lessons in a real-life, competitive context, allowing children opportunities to further pursue their curiosity and enjoyment of PE. The school and professional sports coaches also collaborate together to provide and teach a variety of after-school sports clubs for children to enjoy.

We subscribe to GetSet4PE.

Assessment

Teacher assess, through observations and activities, children's age-related expectations in order to inform if children require extra support or a challenge in lessons.

7.9 PSHE

Intent

Our PSHE curriculum has been designed to support all of our school values: belonging, curiosity, dream, enjoyment, individuality, positivity, resilience and respect. During PSHE, children learn about relationships and physical and mental health and wellbeing. This enables our children to become good, well-rounded citizens with a sense of right and wrong.

Planning

We have access to Jigsaw which we use to deliver our PSHE curriculum. This correlates with the National Curriculum for PSHE and PSHE guidance.

Each class takes part in six units throughout the year: being me in my world, celebrating difference, dreams and goals, healthy me, relationships and changing me.

For the changing me unit, the statutory parts are taught in line with the PSHE national curriculum and guidance.

Teaching & Resources

Lessons employ opportunities for discussion and individual work.

Children's work is kept in a journal.

Assessment

Pupils are encouraged to self-assess during each session based on the lesson outcomes. These are a part of the children's journals. Teachers assess all pupils throughout the year, providing summative judgements on Sonar. To assist with summative assessment, three children are tracked throughout the year based on the progression of skills document.

7.10 Religion & Worldviews

Intent

Our Religion & Worldviews curriculum has been designed to encourage belonging, curiosity, individuality and respect. Children learn how to ask questions in order to gain knowledge of how different people around the world follow different faiths and beliefs. Not only do they learn about religion, they learn from it. This enables our children to become respectful and tolerant of beliefs and practices, identity and values and meaning and purpose.

Planning

Marshlands Primary School follows the East Riding RE SACRE syllabus. Children learn to develop and express their insights in verbal response, and to be able to agree or disagree respectfully.

In 'Learning about Religion', children learn about different beliefs and teachings, practices and ways of life and how religions express themselves in different ways.

In 'Learning from Religion', children reflect on and consider important questions of identity and belonging, to questions of meaning, values and commitments.

Teaching & Resources

Through the teaching of Religious Education, we aim to develop the skills of investigation (in which asking pertinent questions is crucial), reflection (evaluating what has been learnt), expression (recording and imparting this knowledge), empathising (understanding and showing consideration for the experiences of others) and application (making links and connections between religious traditions and worldviews).

Religious Education is taught in Foundation Stage and Key Stage 1 & 2. During each key stage, pupils are taught knowledge, skills and understanding through learning about Christianity, Islam, Hinduism, Judaism, Buddhism and Sikhism.

Children have the following experiences in RE:

- Handling artefacts
- Exploring sacred texts
- The use of ICT (particularly the internet) to develop religious awareness and demonstrate knowledge and understanding and see virtual tours of sacred places.
- Visitors to enhance learning of a religion
- Comparing religions and worldviews through discussion and cross curricular links to PSHE/P4C
- Responding to images, games, stories, art, music and dance

Religious Education is taught weekly.

Assessment

Assessment of RE is ongoing to inform teachers with their planning, lesson activities and differentiation. RE is monitored throughout year groups through class big books.

The children at Marshlands Primary School enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their Religious Education learning, the children are able to make links between their own lives and those of others in their community and in the wider world. Through Religious Education our children are developing an understanding of other people's cultures and ways of life and worship, which they are then able to communicate to the wider community.

7.11 Science

Intent

Our science curriculum has been designed to encourage belonging, curiosity, enjoyment and resilience. During science, children work practically to plan, conduct and evaluate a range of investigations to improve their scientific understanding of the world. This enables our children to wonder and reason.

Planning

We have a Science Long Term Plan which maps the science taught across the school.

Each science topic has a knowledge organiser that has key questions, related vocabulary, ideas for investigation and useful pictures and diagrams. This is the base of knowledge that pupils will learn in each topic.

Each year group has one additional unit. This allows pupils to re-cover key content from their own or previous year groups, ensuring that knowledge is retained and skills are secure. The additional units are bold and underlined on the science long term plan.

There are four 'big ideas' in science that pupils will revisit across their time in Key Stage One and Key Stage Two. We also have a skills hex which relates to working scientifically. For the purpose of progression, these have been further detailed in the science progression of skills document.

Teaching & Resources

Science, where possible, is taught practically. Work is kept in the class big book which shows the children's practical work and also elements of work that is not practical – for instance: predictions, conclusions, planning and diagrams.

Resources are kept in the science cupboard. Additional resources can be purchased as needed. Classes should ensure that they order consumables prior to the unit of work beginning.

Assessment

At the end of each unit of work, teachers will ensure children can answer the key questions as outlined on the knowledge organisers. This can be done in creative ways (for instance designing an information leaflet for a science museum). The depth in which the children can answer these questions will show their understanding of the unit.

Teaching staff, at the end of the year, will be able to state whether a child is meeting age related expectations in science. One child's work should be tracked throughout the year to demonstrate the age-related expectation and will be kept by the science subject coordinator. For this purpose, all work in the science big books will be initialled.