



St White's Primary School

Challenge, Commit, Conquer and Celebrate



## St White's Primary School Curriculum Statement 2019-2020



### Introduction

Governing bodies are required to produce a Curriculum statement annually. This replaces the requirement under the School Framework and Standards Act 1998 for a Curriculum plan.

There is an expectation from the government for all mainstream primary schools to deliver the National Curriculum. St White's Primary School has therefore modified our School Curriculum accordingly to ensure that we meet the current aims and statutory requirements.

St White's Primary School believes in creating and implementing a vibrant Curriculum that will inspire pupils, build their resilience and support them as they deepen their knowledge, skills, values and attitudes to be successful in their lives. The Curriculum delivery will be exciting, engaging and motivational and will broaden pupils' experience and knowledge of the world and Britain's place within it.

MISTAKES  
are proof  
that you  
are  
TRYING

The Curriculum is all encompassing, to ensure the school promotes learning as well as personal growth and development. It includes the formal requirements of the National Curriculum but also the array of extra-curricular activities that the school organises, in order to enrich the experience of all pupils. It is underpinned by explicitly intended teaching and learning and



communication of rules, values, and beliefs that will be conveyed within the classroom and globally throughout the school environment. At the heart of this principle is the determination to provide a positive, safe learning environment for all pupils,

which promotes fundamental British Values. Everyone has equal and individual recognition and



Historic England



We're working  
towards Artmark  
Awarded by Arts  
Council England



Mental Health  
Champions



"This is a good  
school."  
Ofsted 2019



respect and there is a shared ethos which promotes care and respect for one another. The celebration of success and our commitment to the continuous improvement and fulfilment of potential in every pupil is central to our Curriculum philosophy and will actively encourage ever-increasing independence and self-discipline amongst the pupils.

The School is continually reviewing and improving our Curriculum.

## Curriculum Aims

- Inspire children to develop a love of learning.
- Embed knowledge, skills and understanding to prepare pupils for further learning and productive adulthood.
- Take learning beyond the classroom.
- Develop pupils to become reflective learners who have a sense of responsibility for their own learning and development.
- Build confidence and motivation within our pupils.
- Nurture pupils so that they fully understand the importance of perseverance, resilience and tolerance.
- Enable pupils to use their acquired skills and knowledge to observe, question and think.
- Teach pupils to value others, their views, cultures and beliefs.

## Curriculum Provision at St White's Primary School

The school's The Key Stage 1 and 2 Curriculum is underpinned by the National Curriculum (2014). It is enhanced with planned opportunities that make up the wider school Curriculum. Learning is always exciting and in a meaningful context for pupils. Where commonality exists between subjects and aspects learning is linked, lessons are taught using a cross-curricular approach. Where this is not achievable subjects are taught discretely. The rehearsal and application of basic knowledge, skills and understanding, learned within the core Curriculum subjects, are drivers for the entire Curriculum.



Strong emphasis is placed upon the development of the basic knowledge, skills and understanding necessary for all pupils to become confident, independent learners and in turn, successful adults.



## EYFS Provision

In Reception Classes, the school closely follows the government guidelines "Development Matters". Within this, all areas of learning and development are connected to one another and are broken down into Prime areas and Specific areas:

### Prime

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

### Specific

- English
- Mathematics
- Understanding the World
- Expressive Arts and Design



In Reception, learning is play based. Knowledge of our pupils and their interests is used to choose topics that are of interest to them. This may vary from year to year depending on each cohort. The development matters guidelines ensure that relevant skills and knowledge are taught.



Pupil's learning, progress and achievement are continually assessed by staff so that they can plan activities to match children's individual learning needs. Teachers plan and organise the Curriculum so that it progresses and is differentiated according to the child's stage of development. Learning is active, play

based and creative.

Pupils rapidly begin to read in our Reception class by following a programme of phonics that is accompanied by a range of other strategies. All pupils engage in a daily phonics and reading session where they develop their reading knowledge, skills and understanding, in addition to developing a command of all aspects of the English language and as well as comprehension skills. In addition, all pupils take part in daily English and Mathematics lessons.





## English Curriculum

The Department for Education explains that English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. (*The National Curriculum in England: Key Stages 1 and 2 framework document 2013.*)



At St White's English is used to communicate in both written and spoken form. We use language to build our view and opinion of the world and our community. It is our belief that developing a love of our language in our children is vital in achieving success at school and later in life. The exploration and enjoyment of the English language is our priority and everyone here values all its aspects –speaking, listening, reading and writing. English is taught daily across the whole school.

## Speaking and Listening

Talking is fundamental to learning. Pupils are encouraged to speak clearly, confidently and with expression in order to state their ideas and opinions. Just as important is the need to listen carefully to others and respond in appropriate ways. At St White's pupils are given opportunities in all areas of the curriculum to develop their speaking and listening skills, in paired, group or whole class situations. Extra support is given to children with Speaking and Listening difficulties and with English as an Additional Language.



## Vocabulary

At St White's, we believe that pupils limited oral language skills and limited exposure to new vocabulary, is a barrier to the development of receptive





and expressive language and can impact on the progress that they make in core subjects but in particular, reading. Because of this explicit teaching of vocabulary is done daily across the school in order that all pupils develop their language capability so that they widen their understanding of language, which in turn, supports their reading, writing and maths skills across the curriculum.

## Reading



At St White's we use reading books from a range of reading schemes to provide engaging reading material for all pupils. In KS2, pupils are encouraged to read novels from the extensive range in the school library. This allows children to read a wide range of genres which are carefully matched to their age, ability and interest. Children who read for pleasure gain a richer vocabulary, more

knowledge, critical thinking skills and become independent learners. Guided Reading is an important part of our curriculum. Children work in focused groups to develop their reading skills and their understanding of texts from EYFS up to year 6. We provide children with rich reading experiences within the English lessons and encourage them to appreciate the author's use of language and writing techniques in order to develop their own writing skills. Our children take their reading books home daily to share with their families/carers. As they go through the school, they are given more responsibility for making their own reading choices from the excellent resources we have in school. Our children visit the school library each week to change their library and reading books.

## Grammar, Punctuation and Spelling (EGPS)

We place great value on the importance of accurate spelling and the correct use of punctuation and grammar. We follow the National Curriculum 2014 to ensure that teaching is both structured and rigorous throughout the school. We use Jolly Phonics and Letters and Sounds to ensure a consistent approach to the teaching of phonics throughout the Foundation Stage and Key Stage One. For pupils who need further support, we use Read Write Inc. in year 3 & 4.



## Writing







At St White's we aim for children to be independent writers. We encourage them to write clearly and with confidence in any given genre. We teach them to use punctuation and grammar accurately, to be able to proofread their own work and make amendments and improvements. Pupils are encouraged to take pride in their work through their presentation and neatly presented handwriting. We give children a wide range of opportunities in which to develop their writing skills and display work of which they are proud. Through our English curriculum, we aim to nurture in the children a love of literature and language, and the confidence to continue reading and writing throughout their lives.

## Maths Curriculum

The Department for Education explains that Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. (*The National Curriculum in England: Key Stages 1 and 2 framework document 2013.*)

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The aim here at St White's is that all pupils:

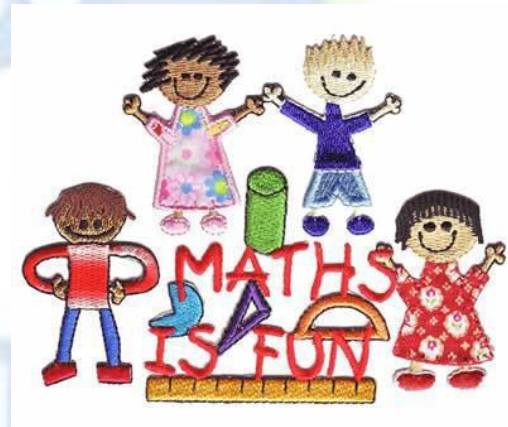


- Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.



- **Reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

The programmes of study are, by necessity, organised into apparently distinct domains, but pupils will make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They will apply their mathematical knowledge to science and other subjects.



The expectation is that the majority of pupils at St White's will move through the programmes of study at broadly the same pace. Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

The national curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. Pupils will be assisted in making their thinking clear to themselves as well as others and teachers will ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

## Science Curriculum

The Department for Education explains that a high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of

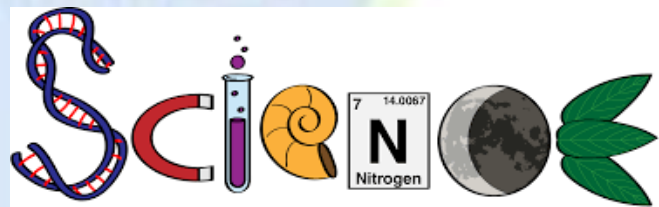


science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. (*The National Curriculum in England: Key Stages 1 and 2 framework document 2013.*)

The aims here at St White's is that:

1. Pupils are given the opportunity to develop **scientific knowledge and conceptual understanding** through specific disciplines of biology, chemistry and physics.
2. Pupils are given the opportunity to develop an understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them.
3. Pupils are equipped with the scientific knowledge requires to understand the **uses and implications** of science, today and in the future.

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition, build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.



It is an expectation that the pupils at St White's should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.







The National Curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

## Geography

At St White's Primary School we want to inspire in our pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils at St White's progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.



The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
  - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



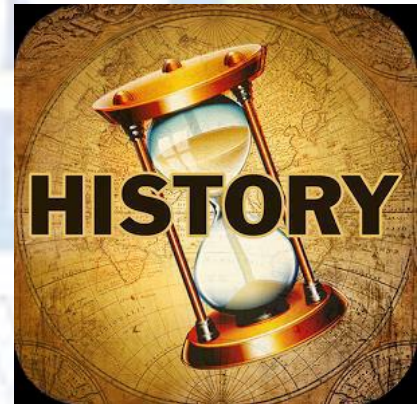


## History

At St White's we strive to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Topics covered will inspire pupils' curiosity to know more about the past. Teaching at St White's will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.





## Spiritual, Moral and Social and Cultural Development

At St White's Primary School, Pupils develop a strong sense of moral purpose in addition to a



respect and understanding of people who have different characteristics to themselves, whether that is age, disability, gender, race or sexuality. A rigorous, well planned Curriculum, delivered by outstanding staff, within an ethos of care, love and support enables, our pupils to be well rounded, empathetic young people

who have a thirst for learning and respect for all around them.

## PSHE and RSE

The PSHE Association, in December 2017 reported that there is *'Very strong evidence that PSHE (personal, social, health and economic) learning has a positive impact on academic attainment, according to independent Pro Bono Economics review.* It goes on to say that



*'disadvantaged pupils enjoy greatest benefits to academic performance. Through its proven impact on physical and mental health, levels of bullying and general behaviour, PSHE education removes barriers to learning and develops skills that help young people succeed.*

The PSHE Association urges Government to follow through with proposals to make PSHE statutory, in line with other subjects, to ensure all pupils benefit. To this end, St. White's school is

committed to supporting the health and wellbeing of all our pupils through the teaching and learning of PSHE (Personal, Social, Health and Economic Education) and RSE (Relationships and Sex Education) across the school. Explicit programmes of study are designed for each year group using the extensive resources designed by the GHLL; the PinK (People in the Know) Gloucestershire PSHE & Safeguarding Curriculum.



The school is very proud to be the recipients of the GHLL's Mental Health Champions award.

With one in ten children and young people between the ages of 5 and 16 being diagnosed with a clinical mental health disorder and around one in seven suffering from less severe mental





health problems, schools are playing an increasingly important role in providing early help for children and also their families. It is for this reason that St White's is highly committed to promoting and protecting the mental health and wellbeing of all our pupils.

## Computing and Internet Safety

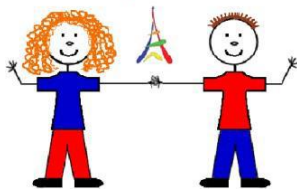
Computers are now part of everyday life. For most of us, technology is essential to our lives, at home and at work. 'Computational thinking' is a skill children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world. The National Curriculum for computing has been developed to equip young people in England with the foundational skills, knowledge and understanding of computing they will need for the rest of their lives. The knowledge, skills and understanding of computing are taught and applied, where possible, in all areas of the School's curriculum. Through the programme of study for computing, our pupils will learn how computers and computer systems work, they will design and build programs, develop their ideas using technology and create a range of content.



## Modern Foreign Languages

French is taught throughout the school, to all pupils. The aim of the programme of study is that all pupils will develop an understanding of French and be able to both respond to spoken and written French. They will speak with growing confidence, fluency that contribute to them being able to find ways of communicating what they want to say in French, through discussion and also by asking questions so that they are consistently improving the accuracy of their pronunciation and intonation. Pupils will also learn to write in French for different purposes and audiences, learning to use the variety of grammatical structures.

### Primary French



## Religious Education

The new Gloucestershire Agreed Syllabus for RE was launched by Gloucestershire Standing Advisory Council on RE (SACRE) in the summer of 2017 and focuses on pupils making good progress in RE by learning about beliefs, their impact and how they connect. The principal aim of Religious Education in Gloucestershire is to engage pupils with questions arising from the study





of religion and beliefs so as to promote their spiritual, moral, social and cultural development. This newly revised syllabus sets the standards expected for pupils' learning in religious education. St White's School has adopted this new syllabus as part of its curriculum. The School makes provision for a daily acts of collective worship and teaches Religious Education. The knowledge, skills and understanding of the RE syllabus are taught and applied, where possible, in all areas of the

School's curriculum.

## Art and Design

At St White's Primary School we want to inspire, engage and challenge pupils by equipping them with the knowledge and skills to experiment and create their own works of art. As they progress through the school they will develop a deeper understanding of art and design, exploring the impact it has on contemporary life and that of different times and cultures.

The National Curriculum for Art & Design aims to ensure that all pupils:



- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Opportunities to experience, practise and develop skills acquired are provided across the curriculum as we feel passionately that creativity in all forms not only develops dexterity but enables children to make valuable mistakes, make practical decisions and nurtures the imagination. We encourage children to participate in a variety of creative experiences as a vehicle to build the confidence of all children as the appreciation and enjoyment of the visual arts enriches all our lives.





## Performing Arts

### Drama

*All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to*



*improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.*

At St White's Primary School, drama is used to enhance learning across the curriculum. Using the performing arts as the tool to learn about class topics means children have the opportunity to learn in a variety of ways thereby allowing children to be successful in their learning. By participating in performing arts lessons children are actively developing skills in creativity, problem solving, confidence, perseverance, dedication, focus and collaboration. Additionally refining ability in the craft of performance, role-play, improvisation, discussion and devising.

### Dance

Children at St White's Primary School are encouraged, during PE lessons, to develop simple movement and patterns in line with national curriculum objectives throughout key stage 1 as well as regularly participating in 'Go Noodle' dance routines to begin their day in a positive and uplifting manner. Key stage 2 students' focus on performing and choreographing dances using a range of movement and patterns, often linking to topic work to enhance learning further. Regular dance clubs are available to students with options to participate in dance festivals and competitions throughout the year.



### Music

Children at St White's Primary School are given time to perform, listen to and evaluate music across a range of historic periods, genres, styles and traditions often linked to topic lessons. Children learn to sing and use their voices during weekly, whole school singing assemblies which aim to increase self-confidence, creativity and boost their sense of achievement. Our music curriculum aims to inspire pupils to develop a love of music and



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their talent as musicians. Varied music lessons are available for students who wish to commit to learning an instrument and the school choir have weekly rehearsals.

St White's is devoted to providing pupils with opportunity to engage in the performing arts both within the classroom as well as in extracurricular enrichments. Music lessons, drama and dance clubs are offered widely within the school and opportunities for children to witness professional examples of work are actively sourced. In addition to the key stage 1 and 2 Christmas performances, children are encouraged to showcase their creative skills in the yearly talent show (St White's has Got Talent!) and performances by upper key stage two also take place annually in the school auditorium or else the purpose built, outdoor amphitheatre.

## Physical Education and Sport

The Department for Education explains that a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. (*The National Curriculum in England: Key Stages 1 and 2 framework document 2013.*)

At St White's Primary School, our aim is to embed the idea that regular exercise is an essential



part of a healthy lifestyle so that pupils leave school with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

We value not only physical activity but also the importance of developing children's social, emotional and interpersonal skills by providing children with opportunities to be creative and competitive whilst learning to work with and respect others during physical activity.

At St White's we aim to provide two hours each week of high quality Physical Education for every child throughout the School. In the Foundation Stage children are encouraged to take part in a wide range of physical activity opportunities provided throughout the indoor and outdoor curriculum as well as taking part in PE sessions focused specifically on developing fundamental individual movement skills, coordination and control. In KS1 children build on these fundamental skills by beginning to engage in competitive and cooperative physical activities.





# St White's Primary School

## Challenge, Commit, Conquer and Celebrate



Pupils participate in team games to develop the values of fairness and respect and also to explore and link actions and improve coordination through, for example, dance and gymnastics. In KS2 pupils further extend their previous experiences with a focus on developing the confidence to evaluate their own and other's performances and to reflect on how they can improve. Children in KS2 are also offered swimming lessons. At St White's we aim for every child to be able to swim at least 25m by the end of Year 6.

A positive attitude towards active lifestyles is also promoted by the children having access to a wide range of sporting extra-curricular clubs which accommodate a wide variety of interests before, during and after school. These clubs vary throughout the year but include football, gymnastics, dance, fencing, dodgeball, tri-golf, multi-sports and running. As well as sporting opportunities within the school community, the school also enter many sporting competitions, events and festivals to allow for children to apply their sporting skills, develop their resilience and learn how to play competitively. The children have opportunities to represent St White's in a range of sports including gymnastics, boys' and girls' football, indoor and outdoor athletics, cricket, mountain biking, dance, hockey and netball among other sports and activities.

