



Curriculum Policy

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Policy Approved by	Simon Thompson, Principal
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The curriculum at Pendle Primary Academy is learner-centred and has been developed internally to reflect the needs of our children and community. A rich tapestry of experiences underpins the academy's curriculum, offering all children opportunities to develop a practical understanding of the world; these experiences form the bedrock of the curriculum and provide the foundation of children's learning, defined broadly under three key aspects.

- The cumulative acquisition of knowledge over each pupil's primary education, to ensure that children are continually challenged to develop a broader understanding of a wide range of subjects.
- The development of creative and critical thinking skills to ensure that children are both able to apply knowledge to a range of increasingly creative and exploratory contexts, and also utilise their capacity to learn to enable them to access further knowledge and understanding.
- The opportunity to develop character, to enable all children to effectively operate as resilient learners and positive contributors to the communities they are a part of.

Our curriculum objectives are to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire creative and critical thinking skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Remove barriers to allow all pupils to achieve those expectations (e.g. through accessible resources, differentiation and reasonable adjustments).
- Have a high academic/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge, communication skills and cultural capital they need to succeed in life.
- Promote the use of oracy skills to explore and explain ideas and opinions.



In Early Years, our curriculum aims to promote the learning and development of our youngest children and ensure they are ready for Key Stage 1. Overall curriculum responsibility in Early Years lies with the Early Years Leader, who works collaboratively with the Subject Leading Teachers for KS1 and KS2 to ensure the Early Years curriculum (based on the areas of learning for Early Years) prepares children for the individual subject-based curriculum they will encounter from Year 1.

Responsibilities

Local Academy Council

The local academy council will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The local academy council will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The academy is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND).
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Principal

The Principal 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 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 local academy council.
- They manage requests to withdraw children from curriculum subjects, where appropriate, see also: *Right to withdraw from RE*.
- The school's procedures for assessment meet all legal requirements.



- The local academy council is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The local academy council 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.

Curriculum Leadership Team

Our curriculum approach is built on principles of cohesion and interlinking areas of knowledge; therefore, the school's curriculum leadership model constitutes a structure which aims to support these principles. The curriculum leadership team consists of three leaders – one with oversight of Curriculum Design, one with oversight of Curriculum Delivery, and one with oversight of Curriculum Effectiveness.

The **Curriculum Design Leader** is responsible for ensuring that:

- There is clear progression within and between subjects, topics and year groups.
- Children are provided with experiences that underpin the development of character traits, knowledge and critical and creative thinking skills that come together to form our curriculum.

The **Curriculum Delivery Leader** is responsible for ensuring that:

- Teachers are assisted in planning and delivering creative learning opportunities, supported by technology.
- Assessment processes are in place that are appropriate to the subject/curriculum area.

The **Curriculum Effectiveness Leader** is responsible for ensuring that:

- Regular review and monitoring of the curriculum takes place, through a variety of quality assurance activities.

Core Curriculum Subject Leaders

Core Curriculum Subject Leaders (responsible for Reading, Writing, Maths and Science in KS1 and KS2 are responsible for ensuring that:

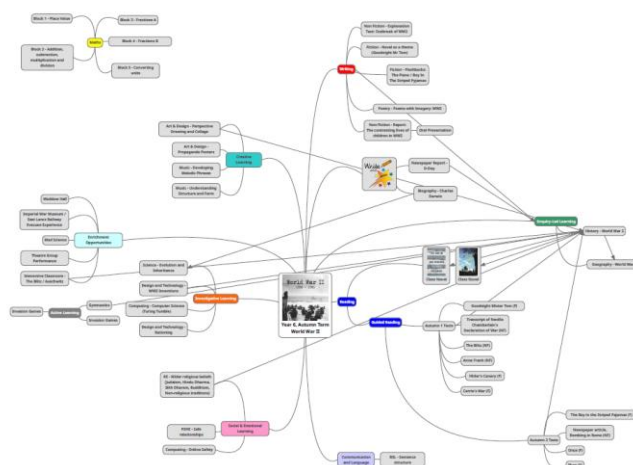
- CPD opportunities for staff are provided as necessary for the subject.
- Children's outcomes are monitored alongside the Curriculum leadership team.
- Resources to support core curriculum delivery are available and appropriate.



Provision

Children are provided with experiences that underpin the development of character traits, knowledge and critical and creative thinking skills that come together to form our curriculum.

Curriculum maps for each term of each year group allow teachers to ensure links between subject areas are found so opportunities for cross-curricular learning are maximised. These maps are available to view on our school website.



Our curriculum follows the National Curriculum for English (Reading and Writing), Mathematics, Science, Art and Design, Computing, Design and Technology, Geography, History, Music and Physical Education.



PSHE provision includes coverage of the statutory guidance for Relationships Education.

As an alternative to an additional spoken language and to ensure our school is inclusive of all children, we teach British Sign Language (BSL) and integrate BSL across school life and the curriculum as a whole. In addition to this, we deliver a comprehensive curriculum for Oracy and are recognised as a Voice 21 Oracy Centre of Excellence. *See also – Oracy policy.*

Please refer to our EYFS policy for information on how our early years curriculum is organised, planned and delivered.



Information relating on the planning and delivery of individual subjects in KS1 and KS2 can be found below, supported by additional details on our school website.

Reading

<https://www.pendleprimaryacademy.co.uk/reading/257.html>

Writing

Writing units taught in writing lessons are based on the Lancashire Suggested Writing Units.

<https://www.pendleprimaryacademy.co.uk/writing/260.html>

Mathematics

Mathematics is planned based on the White Rose Maths scheme of learning.

<https://www.pendleprimaryacademy.co.uk/mathematics3/262.html>

Wider Curriculum

The wider curriculum is divided into curriculum areas which work collaboratively to ensure that children are offered a broad range of learning and experiences.

- Active Learning – PE
- Communication and Language – BSL, Oracy
- Creative Learning – Art and Design, Music
- Enquiry-Led Learning – Geography, History
- Investigative Learning – Science, Design and Technology, Computing (Computer Science and Digital Literacy)
- Social and Emotional Learning – PSHE, RE, Computing (Online Safety)

<https://www.pendleprimaryacademy.co.uk/our-curriculum/174.html>

Active Learning

PE

Children:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

PE throughout the school is delivered by specialist sports coaches, children in Year 4 have swimming lessons taught by Burnley Leisure.



Communication and Language

British Sign Language (BSL)

Children:

- Discover and develop an appreciation of communicating in BSL.
- Understand and respond to BSL in a range of contexts.
- Communicate with increasing confidence, fluency and spontaneity.
- Develop and improve the accuracy of handshapes and the use of facial expressions to enhance communication.

Children are introduced to BSL in EYFS and KS1, learning to sign basic greetings and commonly used phrases. In KS2, children have explicitly taught BSL lessons, which follows a planned progression and is supported by the use of www.primarysign.co.uk.

Oracy

Children:

- Speak with confidence clarity and fluency and recognise the value of listening
- Develop self-esteem, are confident in the value of their own opinions and are able to express these to others
- Learn to converse, sustain a logical argument and adapt the use of language for a range of purposes and audiences
- Value the contributions of others and take account of their views

Oracy is fundamental to development of children and is therefore taught across all ages and subject areas. The school works closely with Voice 21 to ensure the delivery of Oracy is of the highest standard.

Creative Learning

Art & design

Children:

- Explore and evaluate a range of artistic styles, techniques and media
- Develop the capacity to freely express themselves as artists
- Understand the importance of choice when creating artistic pieces
- Thoughtfully critique their own and others' work
- Show an understanding of the messages which art may convey



Music

Children:

- Are exposed to a range of musical genres, instruments and compositional methods
- Develop an informed appreciation of music
- Understand the process of composition
- Thoughtfully critique their own and others' work

The music curriculum is a bespoke scheme created using the Charanga resource.

Enquiry-Led Learning

History

Children:

- Use primary and secondary sources
- Develop a curiosity about the past
- Gain an understanding of how key events, people and time periods have impacted and informed the world today
- Recognise that the events of today are tomorrow's history
- Draw parallels between past and present to enable them to leave a positive legacy on the world.

Geography

Children:

- Use fieldwork and research
- Develop an informed perspective on the planet
- Gain an understanding of how people and communities impact on the world
- Identify their place in the world locally and globally
- Recognise their responsibility to take care of the world as global citizens



Investigative Learning

Science

Children:

- Conduct practical investigations, following the investigative process
- Ask questions and seek answers to these
- Understand scientific processes of cause, effect and change, observing and recording these accurately
- Draw objective conclusions based on evaluation of evidence

The Science curriculum is based on the White Rose Science scheme of learning.

Design Technology

Children:

- Explore and evaluate a range of media and materials across the technological spectrum
- Identify problems and seek to address these based on research
- Understand the importance of making informed choices when designing and creating products
- Draw conclusions and seek to improve products based on detailed evaluation and rigorous analysis

Computing (Computer Science and Digital Literacy)

Children:

- Develop digital skills that can be used in future workplaces
- Gain an understanding of algorithms and computer aided design and how these can be used in the world today
- Foster a love of computing, in turn promoting STEM subjects
- Explore a wide range of software to achieve specific goals
- Identify and use computing skills to tackle new challenges



Social and Emotional Learning

PSHE

Children:

- Value and respect their own and others' choices and decisions
- Understand and manage their actions, relationships and emotions safely and positively
- Celebrate diversity and promote equality
- Develop the attitudes, skills and values needed to operate successfully as future global citizens

The PSHE curriculum follows the PSHE Association Programme of Study, which integrates the statutory Relationships and Health Education with wider PSHE content. Pendle Primary Academy will not engage with the non-statutory Sex Education curriculum for primary schools. Our curriculum as a whole, but in particular the Social and Emotional Learning curriculum, aims to develop and deepen pupils' understanding and acceptance of the fundamental British Values and to develop them spiritually, morally, socially and culturally, thus allowing our pupils to participate fully in and contribute positively to life in modern Britain.

RE

Children:

- Explore, value and respect their own and others' beliefs, traditions and cultures
- Understand how religion informs and affects communities
- Develop an understanding of the shared human experience through analysis of different religions
- Consider how the study of religion can aid them in the search for personal meaning

Computing (Online Safety)

Children:

- Develop the confidence and capabilities to use digital devices and online tools safely and positively
- Are critically aware of the materials / content they access online and are guided to validate the accuracy of the information they are presented with and respect copyright laws
- Build resilience to manage online risks including bullying and radicalisation

The Online Safety curriculum is based around the statements from the UK Council for Internet Safety's framework: [Education for a Connected World](#) and [Project Evolve](#) resources.



Curriculum Progression

Each curriculum area has a progression document that outlines the learning targets for each subject. These can be found on our school website:

<https://www.pendleprimaryacademy.co.uk/knowledge/428.html>

Topic resources

Each year group has a wider selection of topic books that are introduced to classrooms at the start of each topic. The ppastars website (www.ppastars.co.uk) also has a topic page for each topic that contains recommended reading books, activities, visits and websites to explore as well as key vocabulary and facts for each topic.

Outcomes

Reading, writing and maths lessons are evidenced on paper and assessed at 3 points during the academic year in line with the Assessment policy.

Wider curriculum outcomes are evidenced using an online learning journal, Seesaw, as well as a sketchbook for art and design work. Children also complete cross-curricular writing linked to topic work in their Write and Shine book. Seesaw allows teachers to track the learning targets from the progression documents as they are tagged to work on Seesaw.

Parental Involvement

The school has a positive and supporting relationship with the parents of children at our school. Parents are informed about the curriculum and its content in a variety of ways including, via the Curriculum pages on the school website and at 'Meet the Teacher' meetings, which take place at the start of each academic year.

SEND

The SEND policy and Disability and Accessibility policy ensures that staff identify, assess and arrange suitable provision for children with disabilities and special educational needs. The SENDCo manages the Statutory Assessment processes and ensures additional resources (including staffing) are available where appropriate. The school's Disability and Accessibility policy ensures that our curriculum is inclusive and accessible to all learners, regardless of their abilities or disabilities. Accessibility is an ongoing process, the SENDCo and curriculum leadership team regularly monitor and evaluate the accessibility of the curriculum based on individual need at any given time and appropriate strategies / resources are carefully considered.



Right to Withdraw from Religious Education (RE)

Pendle Primary Academy is committed to providing a balanced and objective RE curriculum that promotes understanding of different faiths and beliefs. While respecting parental choice, we encourage parents to discuss any concerns about the content of the RE curriculum with the Curriculum Leader. The school also recognises the right of parents to withdraw their child from RE lessons. This right is enshrined in the Education Act 1996.

Procedure for Withdrawal

- **Written Notification:** Parents wishing to withdraw their child from RE must submit a written notification to the Principal.
- **Reason for Withdrawal:** While not mandatory, parents are encouraged to provide a reason for withdrawal.
- **Alternative Provision:** During RE lessons, withdrawn pupils will be provided with suitable alternative activities.

Safeguarding

All adults who come into contact with pupils and young people in their work have a duty of care to safeguard and promote their welfare.

For some curriculum areas, the planned content may lead children to ask questions or make statements that go beyond the intended focus of the lesson (e.g. questions relating to religion in RE, online safety concerns/experiences in Computing, issues pertaining to sex or sexuality in PSHE or Science). If children do ask about issues that go beyond the intended curriculum coverage, these will be dealt with appropriately and sensitively on a case-by-case basis and reported via CPOMS if appropriate. There may be times when a member of staff does not immediately answer a child's question or respond to their statement but instead chooses to speak to them on their own later or refers them to speak to their parents. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

