

OUR LADY QUEEN OF PEACE R.C. PRIMARY SCHOOL

In our school we believe that each person is unique and created to flourish in God's image.

We aspire to excellence through a nurturing environment in which every child takes Jesus Christ as their model and develops their individual gifts so that they live fully and serve others.



Curriculum Policy

Background to and aims of this policy

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum and Early Years Foundation Stage but also the additional elements that guarantee we provide to develop our learners in meeting the school's vision and values.

Our Lady Queen of Peace RCVA Primary School's curriculum is designed to be balanced, inspiring and purposeful. It enables teachers to drive the highest standards from learners so that they are well prepared for the next stage in their education and the future beyond. It is relevant to children growing up in the school community but also broadens children's experiences to enable them to become well rounded individuals. The curriculum is cohesive and progressive, where skills are built upon year on year; but flexible enough to ensure that it evolves to remain relevant and stimulating.

Teachers ensure pupils are inspired to have a thirst for learning; and through high levels of enjoyment, engagement and fun, children leave the school with lifelong happy memories.

Pupil voice is used as a vital tool in our continuous evaluation of our curriculum practices. They tell us that they enjoy learning most when they are excited by the topics that they are covering and are allowed opportunities to learn practically.

Curriculum Planning and Organisation

The school adopts a topic approach to learning throughout the EYFS to 6. National Curriculum subjects are approached in a flexible way throughout the school; taught both as discrete subjects and coordinated as part of an integrated approach to learning in line with our school's curriculum.

Subject Leaders have designed subject progression documents that ensure that the National Curriculum is adequately covered and that learning is built upon year on year. These documents have been used to develop a school curriculum for each year group. Medium term plans are in place to ensure that the knowledge and skills for each subject are taught progressively and appropriately throughout the year. Teachers use these medium term plans to design sequences of lessons that cover the appropriate skills in an engaging and exciting way. Children's individual interests and inputs are sought at the planning stage to ensure that topics are tailored in a child-centred way.

Where appropriate, subjects are co-ordinated as part of a topic based approach. However, this is not always appropriate and some subjects are taught discreetly for part or all of the year. Individual lessons may be blocked together to form focused projects or taught as discrete sessions. This flexible approach enables the school to ensure that that quality of teaching and learning remain high.

Lesson plans identify the intended learning (skill and/or knowledge based). They also take into account how to engage pupils in the lesson, how pupils will be organised, how the needs of all learners will be met, and relevant success criteria. Lessons make good use of curriculum resources, including ICT, the school's outdoor learning environment and local resources and expertise. Lessons are carefully planned to include and meet the needs of all learners, ensuring pupils are appropriately supported.

Subject-specific guidance can be found in the appendices to this policy.

Lesson Structure, including meeting the needs of all learners

The school does not dictate a specific lesson structure and instead allows teachers the flexibility to plan for their individual class' needs and learning styles. Teachers will make judgements about how to group children to achieve the best learning outcome. It is expected that an effective balance is struck between meeting pupils' individual learning needs and enabling all children to achieve the same learning intention through use of practical and supportive resources. Each year group's provision map sets out the quality first teaching topics that are in place to meet the needs of learners. These are published on the school website.

Teachers use a range of teaching styles and approaches to ensure learning is engaging and appropriately challenging. Learning intentions are shared with children in all lessons in all year groups to ensure a clear understanding of what they are learning, although this may not be at the start of a lesson. Learning intentions may be knowledge, skill or understanding based. We believe this enables children to be part of a learning culture, take responsibility for their learning, self-assess and self-evaluate. In most lessons, it is also appropriate for teachers to share success criteria with children.

Assessment

Our school considers accurate and focused assessment as the cornerstone of high quality teaching, as it allows learning to be planned and taught accurately as well as meeting the needs of the requirements of the children and ensuring high levels of expectation and support. The school's assessment policy sets out how the curriculum is assessed.

Working with parents

The school's curriculum is published on the school. At the start of each year, teachers will provide parents with information about the curriculum and expectations for that year group and how parents can support this.

Key Roles and Responsibilities

The curriculum is managed by Subject Leaders throughout the school.

Key Person Key Roles and Responsibilities

Class teachers

- To use the year group curriculum and subject coverage and progression materials to plan and implement exciting and engaging lessons.
- To ensure that the quality of teaching and learning within all subjects is high.
- To use a wide range of assessment strategies to ensure that standards of attainment and progress remain high.
- Make the best use of all available resources (including, but not limited to, teaching assistants, the outdoor learning environment and ICT) to meet the needs of all learners.
- To work with Subject Leaders to continually develop and improve practice.

Subject Leaders

- To develop and maintain a subject curriculum that meets the requirements of the national curriculum and is in line with the school's vision and values.
- To develop and maintain a progression document for their subject that underpins year group curricular and ensures that learning is progressive.
- To maintain a cycle of monitoring to ensure that standards of teaching and learning are high (always at least good and often outstanding) in the subject for which they are responsible.
- To track and monitor the progress and attainment of pupils in their subject to ensure that children are achieving well and making good progress from their starting points.
- To identify aspects of teachers' practice that requires developing and provide targeted support, where required, and staff INSET to enhance the teaching of their subject.
- To be an advocate for their subject, ensuring that they are always up to date with developments and best practice.

Headteacher and Governing Body

- To monitor and evaluate the impact of the school curriculum and the roles of the Curriculum and Subject Leaders in driving this.

Review

This policy is subject to biannual review, or sooner if required.

Individual Subject Guidance: Art and Design

Art, craft and design contributes to the development of a child spiritually, morally, socially and culturally. It creates in the child a sense of enjoyment, purpose and relevance. Art provides pupils with a unique way of perceiving themselves and the world, which is not necessarily taught in other areas of the curriculum but is essential to basic education. It is a subject that must be valued in a changing society. It provides children of all ages and abilities the opportunity of individual expression. Through art pupils may develop a better understanding of their own and others' cultural heritage.

Art education has two strands: creation and evaluation:

- The creative element involves children in using materials and equipment to represent objects realistically and imaginatively, and to express ideas and feelings.
- The evaluative element enables pupils to develop skills in evaluating their own work and that of other artists and to understand the value and significance of art in society.

At Our Lady Queen of Peace RCVA Primary School, our aims in teaching art are that all children will build upon their natural pleasure in visual communication to find enjoyment in creative art and see themselves as artists. Find a sense of purpose, achievement and fulfilment in artistic expression, and develop skills to use a range of materials and techniques competently. We want the children to feel able to express their ideas and feelings through imaginative creation in both two and three dimensions, and learn to study and record the world around them analytically. We aim to develop an appropriate vocabulary to help children understand and discuss their own work and that of others, and appreciate and evaluate the work of a range of artists from their own and other cultures.

Curriculum

The emphasis in our teaching of art is on practical experience and we encourage children increasingly, to take control of their own learning with more attention given to the practical elements in teaching and learning.

Records of progress in art:

- Children keep a sketch book which reflects evidence of the working process and the use of a variety of media
- A portfolio of work (both physical and online photographic) for the various individual media is to be compiled by the art coordinator in agreement with other members of staff

Health and Safety

In a practical activity such as art, it is not possible to remove all risks. It is therefore important that:

- pupils are well supervised and learn to use equipment with due care by wearing protective clothing where necessary
- class teachers ensure use of materials, tools and techniques are in accordance with current health and safety requirements
- tools and materials are stored appropriately
- The school follows the 'Be Safe' guidelines.

Individual Subject Guidance: Computing

The National Curriculum for Computing states that a high quality computing education equips pupils to use computational thinking and creativity to understand and change the world. The vision of Our Lady Queen of Peace RCVA Primary School is that every child will leave the school having all the skills required to become active and discerning participants in the digital world. They will be confident users of various forms of digital devices and be able to manipulate data in a range of digital formats. They will have a good understanding of how computing controls real-world systems and will be able to write programs to control models of such systems. Further to this, they will be digitally literate and able to present information in a range of digital formats as well as make informed decisions as to the quality of the source of information they have researched. Moreover, they will be able to make informed decisions as to how they present themselves in the digital world and understand the benefits and risks of doing so. This will ensure that every child has the skills required to be an active participant in the constantly changing digital world.

A high-quality computing education is a tool for learning and a key factor in raising standards in maths and English. Further to this, computing equips children to develop a better understanding of the digital world around them and how they can change that world through developing and manipulating programs that run real world systems. They learn that much of the world around them is controlled by such systems and that these systems run because of the algorithms that they were programmed with. Therefore, their education in computing should reflect this understanding and provide them with the capability to control and manipulate programs that simulate physical systems. Furthermore, as children become increasingly immersed in a digital world through the use of the internet and online games, their computing education must give them the skills required to express themselves in this digital world as well as be discerning when evaluating digital content.

Curriculum

Our Lady Queen of Peace RCVA School's computing is based on promoting practical computing experiences across the curriculum.

Where possible, computational study is used to underpin other projects and is cross-curricular. However, it is acknowledged that some aspects of the curriculum need to be taught discreetly to have the greatest impact on the learning of the pupils. When teachers plan the curriculum, it is important to consider how the fundamental computing aspects of the lesson are evidenced and assessed. Therefore, a computing based learning intention will be explicit both in planning and teaching.

Progress in computing:

Teachers will assess pupils' progress with computing on a lesson by lesson basis. Constructive feedback, either verbal or written, will be provided to enable pupils to make further progress.

Where possible, children will save their work in folders on the shared network to enable progress to be monitored.

On a termly basis, the computing coordinators will gather work from each class and assess pupil progress across the school.

Health and Safety

Children are encouraged to shut down computers and laptops properly and are taught to prepare them for use.

Charging units are stored within laptop trolleys so that children do not come into contact with an electrical current.

Moreover, children are taught of the need to respect electrical equipment and of how incorrect use can result in an electric shock or irreparable damage to the hardware. Children are taught of the importance of considering how to set up hardware, giving consideration to safe placement of wires and hardware, to ensure that tripping risks are kept to a minimum. All procedures are in place to minimise the risk of electric shock, damage to the equipment and tripping hazards within the classroom setting.

Individual Subject Guidance: Design Technology

Design and Technology is a foundation subject within the National Curriculum that provides opportunities for children to experience designing, making and modifying. It enables children to work in a range of appropriate contexts (home, school, community, recreation, business, industry) using a wide variety of materials. It encourages a healthy attitude to safety through correct procedures involved when using tools and equipment, and develops children's skills and capabilities through practical activities. Children are encouraged to discuss and analyse their work to justify the ideas, materials and techniques they have used to propose modifications and improvements.

In teaching Design and Technology, Our Lady Queen of Peace RCVA Primary School wants to prepare children to be active participants in rapidly changing technologies so that children will:

- Learn to think and intervene creatively
- Become autonomous and creative problem solvers, as individuals and members of a team
- Learn to identify needs, wants and opportunities and respond by developing a range of ideas and making products or systems
- Combine practical skills with an understanding of aesthetics, social and environmental issues, functions and industrial practices
- Evaluate past and present Design and Technology and reflect on its uses and effect
- Evaluate their own work

Curriculum

Design and Technology at Our Lady Queen of Peace RCVA Primary School is taught by the class teacher, to ensure a balance between practical application through topic work and specific skills teaching. Teaching assistants are used in a supportive capacity in the classroom to prepare materials, help lead and/or supervise group activities, support in the creation of classroom displays and with extra-curricular activities both in and out of the school.

Health and Safety

The safe use of equipment, materials, places and spaces is promoted at all times. Our Lady Queen of Peace RCVA Primary School follow health and safety 'Be Safe' guidelines. All offsite activities will require the class teacher to perform a risk assessment.

Individual Subject Guidance: English

English is an integrated and fundamental component of the whole Primary Curriculum. A good literacy education is pivotal for all learning in every curriculum area. We need communication skills to equip us for everyday life. Good communication skills are required for the most basic routines to enable us to survive and function in a civilised community.

Good language skills are also required for:

- The expression of one's own feelings, emotions and spirituality, the understanding of other's feelings, emotions and spirituality, the resolving of misunderstandings and conflicts.
- Ascertaining information to make sense of the environment and infrastructure.
- The acquisition and sharing of knowledge and skills for personal interest and pleasure.
- The acquisition and sharing of knowledge, data and skills to improve the lifestyle of humankind through scientific, medical and technological development.
- The expression of creativity through writing, poetry, singing, composing music etc...
- The majority of occupations in the work place.

At Our Lady Queen of Peace RCVA Primary School we are concerned with the development of the whole child. A child who can communicate effectively has every reason to be confident and have a healthy self-esteem.

We aim to encourage all pupils to:

- Listen attentively, paying attention to detail, to process the information and retain aurally as much detail as possible.
- Speak confidently with intonation, clear diction, accurate grammar and style with regard for their listener / audience.
- Develop the necessary decoding skills in order to read fluently with appropriate expression and intonation.
- Develop retrieval, deduction and inference skills to understand and respond to a wide range of texts in order to carry out research and be able to critically evaluate and analyse.
- Develop cognitive skills, imagination, and personal expression through writing composition using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purposes.
- Make progress along the continuum to becoming an accurate speller, using a neat, legible, joined handwriting style.
- Make fair critical responses about their own language use and writing composition, that of their peers, and that of popular authors and poets.
- Develop collaborative talk and learning through opportunities to work in groups and in pairs.

The above aims are consistent with our School's philosophy and take account of the National Curriculum Programmes of Study.

Curriculum

Spoken Language

Spoken language has a significant role in new curriculum and is taught from EYFS through to UKS2 following the National Curriculum objectives. Teaching strategies involve 'Talk for Writing', daily discussion and debate throughout the curriculum, performance and recitation, role-play and drama.

Reading

The aims of the teaching of reading at Our Lady Queen of Peace RCVA Primary School are to develop a love of reading. Therefore, we have a range of age appropriate texts as well as a library enjoyed by the whole school. In addition, quality texts have been matched to curriculum topics to enrich the children's learning experiences.

The discrete teaching of reading is taught in the following phases:

EYFS/ KS1

- Systematic daily teaching of phonics following 'Letters and Sounds'.
- Shared reading/ listening to stories.
- Guided reading.
- Reading at home.
- Reading Partners

KS2

- Phonics support and intervention.
- Shared reading and discussion of texts.
- Listening to stories.
- Guided reading.
- Reading comprehension skills.
- Independent reading and research.
- Reading at home.

Writing

The aims of the teaching of writing at Our Lady Queen of Peace RCVA Primary School are to enable children to effectively communicate for a variety of purposes through written language. Children are supported to create a love of language through poetry, games and storytelling; develop critical thinking skills; generate and select ideas for writing and be able to structure both story-writing and non-fiction. Story-telling and oral rehearsal of text helps to embed language patterns and enables children to write confidently.

The teaching of writing is delivered through the following strategies across the school:

- Whole school handwriting approach.
- Use of phonics to support spelling in EYFS/ Y1.
- Teaching and learning of spelling from Y2 to Y6
- Teaching and learning of grammar and punctuation skills from Y1 to Y6
- Shared Writing – teacher-modelling / sharing ideas / peer evaluation / proof reading and redrafting
- Guided Writing / supported group writing
- Writing across the curriculum
- Independent Writing / extended writing opportunities
- Developing word processing skills in conjunction with the computing curriculum.

Individual Subject Guidance: Geography

Geography allows the children to develop the study of people and places, and the interaction between them. It is crucial to promote the overall development of our pupils and to prepare them for the opportunities, responsibilities and experiences of everyday life both locally and in the wider world. We aim to give the children a broad balanced Geography curriculum, promoting good progress and enjoyment of the subject.

We aim to:

- Stimulate an awareness of and interest in the pupil's own surroundings and local area.
- Develop an understanding of Geographical vocabulary, techniques and skills necessary for Geographical enquiry.
- Develop an appreciation of the variety of physical and human conditions on the Earth's surface.
- Help pupils to develop an informed concern about the quality of the environment and future of the human habitat.
- Enhance their sense of responsibility for the care of the Earth and its peoples.
- Foster their sense of wonder at the beauty of the world around them.
- Present pupils with tasks and information in ways which develop, challenge and extend their Geographical skills and knowledge.
- Develop a sense of place through knowing about features and character of places, contrasting locations and learning how people live in other locations.

Curriculum

We aim to use our pupil's own geographical experiences to involve and motivate them. We use topical events in a geographical way, for example pupil's holiday destinations, global or continental sporting or environmental events natural disasters and people's responses to them. We motivate pupils to learn about other peoples and cultures through relating to children's lives, visiting adults and using artefacts.

Tasks and information are presented in a variety of learning styles to accommodate all pupils including those with SEN, and to challenge children's abilities to develop, use and extend Geographical skills.

We have a range of strategies to support SEN Children (see SEN policy) Those that are particularly relevant to Geography are:

- An adult to accompany pupils with impairment on visits.
- The use of large scale maps, always in colour, highlighted for pupils with particular special needs.
- Awareness of the problems colour keys provide for colour blind pupils.
- Modified text passages as expected in other curriculum areas.
- Different levels of written or oral questions for pupils investigating photographic or other visual materials.
- Modified graphs, for example the use of ICT to graph data, axes provided and labelled.

For our able pupils we will expect a greater range of resources to be used, extension tasks to be provided and greater independence in working, for example a pupil to be able to carry out their own simple Geographical enquiry by Year 6.

Health and Safety

Hazard perception is crucial for Geography visits and risk assessments are carried out prior to any visit. See Health and Safety policy. We follow the 'Be Safe' guidelines for all geographical activities.

Individual Subject Guidance: History

At Our Lady Queen of Peace RCVA Primary School we teach history to develop awareness and an interest in the past. To help children to gain an understanding of how the study of history is related to our daily lives and how active investigations of the past can help us to understand the world we live in today at a personal, local, national and international level.

Throughout the teaching of History we aim to help the children develop an understanding of:

- Continuity and change, similarities and differences, cause and consequence and chronology.
- How individuals and societies have contributed to the development of our world regardless of race, class, gender and religious background.
- A sense of their own identity through learning about the development of Britain, Europe and the world.
- How the past informs the present.
- Social, economic and technological developments.
- Recognition and interpretation of primary sources.
- An ability to ask and answer history questions.

The teaching of history across the school provides children with opportunities to:

- Record, work through a variety of diagrams, models, posters, pictures, drama, individual and collaborative writing.
- Undertake individual and group assignments as they get older which involve investigations, selecting and recording information relevant to a topic.
- Handle artefacts and use primary sources.
- Use secondary sources e.g. books, TV and radio programmes, newspapers, visitors to the school and visits out of school.
- Use IT to gain access to additional information sources, to assist classifying and presenting material and evidence gained from other sources.
- Take part in visits within the locality and further afield.

Health and Safety

All off-site activities and visits will be risk assessed before taking place. Children will handle all equipment and any artefacts under adult supervision. Use of ICT within the History curriculum follows the same health and safety procedures as those detailed under the Computing curriculum.

Individual Subject Guidance: Mathematics

Mathematics is a creative and highly inter-connected 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. At Our Lady Queen of Peace RCVA Primary School we aim to provide a high-quality mathematics education, therefore provide 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.

Using the national curriculum for mathematics, we aim to ensure 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.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. At Our Lady Queen of Peace RCVA Primary School, the maths curriculum is organised into distinct domains;

-Number and place value

-Addition and subtraction

- Multiplication and division

-Fractions, decimals and percentages

-Measures

-Geometry

-Statistics

-Algebra

-Ratio and proportion

However, pupils are encouraged to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They also have the opportunity to apply their mathematical knowledge to science and other subjects.

The expectation at Our Lady Queen of Peace RCVA Primary School is that the majority of pupils in a class will move through the programmes of study at broadly the same pace. However, decisions about when to progress are always based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly are challenged through being offered rich and sophisticated problems before any acceleration through new content.

Those who are not sufficiently fluent with earlier material have the time to consolidate their understanding, including through additional practice, before moving on.

By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Subject Specific Guidance: Modern Foreign Languages

At Our Lady Queen of Peace RCVA Primary School we believe that the learning of modern foreign languages provides valuable educational, social and cultural experiences for our pupils. It helps them to develop communication skills, including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own abilities and those of others.

The aims and objectives of MFL at Our Lady Queen of Peace RCVA Primary School are:

- ~ To foster an interest in learning other languages
- ~ To introduce children to another language in a way that is enjoyable and fun
- ~ To make children aware that language has structure and that the structure differs from one language to another.
- ~ To help children develop their awareness of cultural differences in other countries.
- ~ To develop their speaking and listening skills
- ~ To lay the foundations for future study
- ~ Communicate effectively in a country other than their own

Curriculum

At Our Lady Queen of Peace RCVA Primary School we make Modern Foreign Languages an enjoyable learning experience. At Foundation stage and KS1, children will have access to other languages through rhymes and songs. The children are given the opportunities for speaking and listening enabling them to develop an awareness of other languages especially those of children within their class immersing them in various languages and cultures.

At Our Lady Queen of Peace RCVA Primary School MFL is taught by a subject specialist as well as in short bursts through the daily routines

At KS2, the children are taught MFL in a weekly language lesson by a subject specialist. The children will continue to develop their language skills with rhymes and songs and will also be introduced to the written word. They will be able to communicate in other languages by speaking, reading and writing. Teaching and learning will involve repetition of languages using a variety of methods, including games and role play. The use of ICT is an integral part of Modern Foreign Language teaching.

Our Lady Queen of Peace RCVA Primary School uses a range of resources which includes all the strands identified in the Key Stage 2 Framework for language. The teaching of Modern Foreign Languages will be delivered using a variety of teaching and learning styles to ensure it is inclusive to all children. As an inclusive school we recognise the need to tailor our approach to support children with special educational needs as well as those who are identified as gifted and talented. Refer to Special Needs Policy and Gifted and Talented Policy for details about these areas.

Subject Specific Guidance: Music

Music is a unique form of communication that can inspire and motivate children; it is a vehicle for personal expression and can play an important part in the personal development of people. It contributes to the development of a child spiritually, morally, socially and culturally. It creates in the child a sense of enjoyment, purpose and relevance. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Music teaching at Our Lady Queen of Peace RCVA Primary School enables children to:

- Know and understand how sounds are made and then organised into musical structures.
- Know how music is made through a variety of instruments.
- Know how music is composed and written down.
- Know how music is influenced by the time, place and purpose for which it was written.
- Develop the interrelated skills of performing, composing and appreciating music.

At Our Lady Queen of Peace RCVA Primary School School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of our music teaching; we focus on developing the children's ability to sing in tune and with other people.

Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse, rhythm and pitch. We also teach children to make music together, to understand musical notation, and to compose pieces.

Curriculum

At Our Lady Queen of Peace RCVA Primary School, we use the 'Charanga Musical School' scheme of work for music as the basis for our curriculum planning:

'Through the Musical School programme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas.'

Children in every year group have the opportunity to learn the language of music, play musical instruments, compose and create ideas and perform together.

Whole class recorder lessons are included in the KS2 curriculum and specialist flute and guitar teachers provide lessons for those children who opt for additional instrument lessons.

Health and Safety

Teachers are responsible for the organisation and management of music lessons and must ensure that the following points are considered:

- Correct procedures for testing, setting up and use of electrical equipment are followed.
- The moving of instruments, particularly large instruments, is supervised.
- The correct use of instruments is explained and children are supervised when playing.
- Instruments are stored appropriately.

Subject Specific Guidance: Physical Education

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform a range of activities. It promotes physical skilfulness, physical development, fundamental movement skills and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals, groups and in teams. It promotes positive attitudes towards active and healthy lifestyles through safe practice, pupils need to develop a sense of responsibility towards their own and others' safety. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

At Our Lady Queen of Peace RCVA Primary School we aim to provide children with opportunities to compete against one another, both within the school as well as between schools. We understand that competitive sports are crucial to a child's development and we feel that winning and losing are important for a child to experience. We feel these are transferable skills that will support children in all areas of their development both in and out of the school environment.

We strive to promote an understanding of a healthy lifestyle and a culture in which the pupils and community engage in physical activity. This is an important aspect of life and it will help us create a community that fosters a healthy lifestyle, promoting a healthy body and a healthy mind.

Curriculum

The National Curriculum provides the basis for the teaching of physical education at Our Lady Queen of Peace RCVA Primary School. The National Curriculum aims to ensure that all pupils:

- 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

The Our Lady Queen of Peace RCVA Primary School adheres to Government recommendation of a minimum of two hours per week of Physical Education for KS2 and 1 ½ for KS1. Extra-curricular club provision is provided by a mixture of class teachers and paid agencies. The school office has records of up to date club opportunities, these are designed to cater for a range of ages and interests.

Health and Safety

The safe use of equipment and spaces is promoted at all times- all areas should be assessed for safety prior to undertaking activity especially the field- using the children and staff to 'walk the area' is essential. Jewellery must not be worn for any P.E. lesson and earrings must be removed by the child.

All offsite activities require the class teacher to perform a risk assessment.

Individual Subject Guidance: Religious Education

At Our Lady Queen of Peace RCVA Primary School we believe that Religious Education makes a major contribution to the personal development of our pupils including their spiritual, moral and social development. Our ethos is one of respect and sensitivity towards others. This gives our pupils confidence to explore and reflect on important life questions and to develop their own beliefs and values within a supportive environment.

Through the teaching of R.E. as part of our broad, balanced curriculum, we aim to:

- Allow pupils to explore what it means to have a religious faith and live according to that faith
- Encourage our pupils to think beyond themselves to the wider and global community
- Cultivate understanding and respect for others and to combat prejudice, racism and discrimination
- Help our children develop respect and sensitivity for all people
- Learn more about the importance of religion in today's world.

This is achieved by focusing on the two NC Attainment Targets - To learn about religion and to learn from religion.

Curriculum

Our Lady Queen of Peace RCVA Primary School follows the Come and See RE programme and act in accordance with the guidance of the Bishops of England and Wales.

Parents' right to withdraw pupils from Religious Education

At Our Lady Queen of Peace RCVA Primary School we recognise that parents have the legal right to withdraw their children from Religious Education. The school will comply with any written request from a parent to withdraw their child and recognise that they are not required to give their reasons for wanting to do so. Parents are, however, made aware that the distinctive nature of a Catholic school permeates all aspects of school life.

Health and Safety

Teachers conform to guidelines within the school health and safety policy during the teaching of R.E. Particular care should be taken when children are handling artefacts, consuming special foods or taking part in visits to places of worship. Please refer to the "Be Safe" guidelines for specific advice.

Individual Subject Guidance: Science

At Our Lady Queen of Peace RCVA Primary School, we believe that science education provides the foundations for understanding the world, through biology, chemistry and physics. We aim to teach pupils the essential aspects of the knowledge, methods, processes and uses of science. Through building up key foundational knowledge and concepts, we aim for pupils to be able to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. We aim to encourage pupils to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Our aims are:

1. To develop pupils' enjoyment and interest in science.
2. To develop pupils' understanding of key scientific concepts and scientific skills.
3. To enable them to work scientifically and use a variety of approaches to answer relevant questions.
4. To allow opportunities for observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources.
5. To build pupils' specialist vocabulary, which they can use with precision as they progress.
6. To ensure that children learn through a range of engaging activities; including a variety of practical approaches.
7. To encourage pupils to explore the outdoor area and learn about what is around them.

Curriculum

The main aspects of science to be studied are determined by the National Curriculum for Science. Each year group will cover units of work as shown in our Science Long Term Plan. Science may be taught as discrete weekly lessons or cross curricular where appropriate and at times may be blocked together to form focused science days.

Assessment

Every teacher is encouraged to develop a breadth of evidence relating to pupils' achievements. These could be children's books, big books produced by the class or groups, notes and assessment sheets used by the teacher and electronic examples of pupils learning. Pre and post topic/unit assessments may also be used to support judgements of pupils learning.

Health and Safety

The safe use of equipment, materials, places and spaces is promoted at all times. The Association for Science Education (ASE) document 'Be Safe' has been adopted by the school as a guide to health and safety in science. All offsite activities will require the class teacher to perform a risk assessment.

Equality statement

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.
- This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Autumn 2015