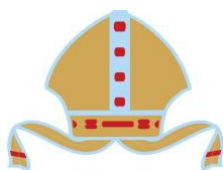


# Lincoln Bishop King Church of England Primary School



“Dream big. Love God. Live well.”

## Our Vision

*‘We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: ‘dream big, love God, and live well.’*

## Curriculum Policy

### Curriculum Priorities

#### “Dream Big”

High academic ambition  
High expectations  
Career aspirations  
The world is your oyster!

#### “Love God”

Church School Values  
Christian Distinctiveness  
Social, Moral, Spiritual, Cultural  
Caring for our environment

#### “Live well”

Healthy lifestyles  
Emotional wellbeing  
Staying safe  
Healthy Relationships

### Key drivers:

“Dream big.  
Love God.  
Live well.”

### National Curriculum Requirements

English  
Mathematics  
Science  
Religion and World Views  
History  
Geography  
Art  
Design and Technology  
Computing

**Date reviewed: November 2023**

**Policy accepted by Governors:**

**Adapted:**

**Next review: April 2025**

This school policy reflects the consensus of opinion of the teaching staff and has the full agreement of the Governing Body. The policy was agreed at a meeting of the Governing Body.

### **Intent**

Our curriculum is driven by our vision: *“Dream big. Love God. Live Well”*.

It enables our children to be ambitious, confident and reflective learners by developing their knowledge across the curriculum. Through experiences and opportunities, we develop cultural capital for all children so that they become educated as active citizens, and ready for secondary education and beyond.

### **Implementation**

For our children to achieve the above, we implement our curriculum as follows:

- Empower leaders to monitor and support the delivery of their subject across the school
- Ensure teachers have the knowledge and skills to deliver the curriculum
- Adopt published schemes to deliver: phonics, mathematics, RS, IT, DT and French; other subjects are planned, in line with the national curriculum, with expected skills and knowledge specified for each end of unit
- Provide clear feedback to pupils to address misconceptions so they are ready for the next session
- Provide regular differentiated challenge to engage pupils in deeper thinking.
- Teach pupils strategies to embed knowledge in their long term memory, e.g. spaced learning, stem sentences
- Use factfinders to help pupils make links to prior learning, and to show the ‘bigger picture’
- Display prior learning around school so pupils can refer back, and make links, to learnt knowledge
- Use pre- and post-learning activities to assess pupils in non-core subjects, e.g. quizzing, recalling knowledge, post learning posters (PLPs)
- Use DfE Teacher Assessment Frameworks to assess reading, writing and mathematics
- Enrich our learning environment with the current term’s vocabulary
- Maximise the use of local resources for pupils to appreciate the richness of their community
- Daily phonics for early readers; regular assessments identify gaps which are addressed quickly
- Prioritise reading across the school to allow pupils to access the full curriculum offer
- Provide pupils with fiction and non-fiction decodable books that match their reading ability
- Regular class reading, to excite and engage children, exposing new and varied vocabulary
- Provide pastoral support for vulnerable pupils to prepare them for the school day
- Immerse EAL/ New to English pupils within the classroom environment, and teach ‘survival’ words so that they can access the curriculum.

### **Impact**

Pupils are developing skills and knowledge across the curriculum. They are knowing more and remembering more. We know this because monitoring shows:

- rapid improvement in phonics outcomes
- improved outcomes (AQA KS2 tests) for reading and mathematics
- pupils are able to recall knowledge, particularly the vocabulary they have learnt
- pupils’ work is of good quality, as validated by external moderation
- there is clear coverage of our planned curriculum
- SEND pupils achieve the best possible outcomes – see SEND review

## **English**

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. Where possible, literacy is taught in a cross curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. We use a wide variety of engaging stimuli to enthuse children to write for a purpose and with a particular audience in mind – we use short videos, animations, visual images and high quality texts.

Our pupils are encouraged to read for pleasure and read widely. The children have opportunity to read individually and in groups through daily guided reading lessons. Systematic Phonics is taught through the Read, Write Inc scheme: <https://www.ruthmiskin.com/en/find-out-more/parents/>. New to English pupils, who arrive in Key Stage Two with little or no English, are taught phonics at an age appropriate level, i.e. within a Key Stage Two group. All classes have individual reading incentives to monitor both home and school engagement.

We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. To support children in moving into independent writing, we provide a range of activities including the use of: film and imagery, modelled, shared and guided writing, peer editing and discussion. We use the spoken language to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and to encourage the pupils to see themselves as authors. Spelling and grammar are taught within English lessons.

Time is allocated for regular discrete Handwriting sessions using the cursive handwriting style.

<https://www.bishopking.org.uk/English.asp>

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

## **Mathematics**

Our teachers will ensure that mathematical skills are taught every day. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to real life problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. We follow the White Rose maths scheme, alongside NCETM and Testbase resources, building on skills and understanding, in a step-by-step way.

<https://www.bishopking.org.uk/Maths.asp>

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

## **Science**

Science will be taught weekly as a separate discrete lesson. Key scientific vocabulary will be introduced at the start of each unit of work as a pre-assessment tool. This will then inform next steps in planning and progress will be monitored. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data.

We have adopted a more 'hands on' approach to "Plants", and "Living things and their habitats" by engaging with our outdoor areas on a weekly basis (spring and summer), and rearing chickens on site.

<https://www.bishopking.org.uk/Science.asp>

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

## **Religious Studies and World Views (RS)**

We follow the Lincolnshire Agreed Syllabus for Religious Studies and the Understanding Christianity scheme. Religious Studies and World Views (RS) is taught to all children and our teaching

promotes the spiritual, moral, social and cultural development of our pupils. Our teaching enables pupils to acquire knowledge and understanding of both Christian and other religious beliefs, attitudes, practices and rituals. They will also be aware that some people have no attachment to religious belief. Key vocabulary will be introduced at the start of each unit of work as a pre-assessment tool. This will then inform next steps in planning and progress will be monitored. Post learning posters (PLPs) will be used at the end of a unit of work to assess acquisition of skills and knowledge.

<https://www.bishopking.org.uk/RE.asp>

<https://lincolndioceseeducation.com/religious-education/lincolnshire-locally-agreed-syllabus-for-re-2018/>

### **History**

We teach History and Geography on alternate terms. In Key Stage 1, we focus on significant events from the past and famous people. In Key Stage 2, History is taught in a chronological order from the Stone Age to the modern times. Key historical vocabulary will be introduced at the start of each unit of work as a pre-assessment tool. This will then inform next steps in planning and progress will be monitored. Wherever possible, we use our locality to help support our teaching.

<https://www.bishopking.org.uk/GeographyAndHistory.asp>

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

### **Geography**

We teach Geography and History in alternate terms. Geography is taught across the school using key geographical themes. For instance, in the Autumn term all year groups focus on Locational Knowledge and using Geographical Skills and fieldwork. Key geographical vocabulary will be introduced at the start of each unit of work as a pre-assessment tool. This will then inform next steps in planning and progress will be monitored. Wherever possible, we use our locality to help support our teaching.

<https://www.bishopking.org.uk/GeographyAndHistory.asp>

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

Post learning posters (PLPs) will be used at the end of a unit of work in both History and Geography to assess acquisition of skills and knowledge.

### **Art and Design**

Art and Design and Design Technology are taught in alternate terms. It is an important form of cultural expression and, therefore, has significance and meaning for all of our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. They will be introduced to a wide variety of artists and their styles.

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

### **Design Technology (DT)**

Design Technology and Art and Design are taught in alternate terms and we use the Projects on a page scheme. Our design and technology lessons encourage the designing and making of products using a range of skills. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

## **Computing**

The development of computing skills are taught in discrete sessions, using the Purple Mash scheme; however, we aim to integrate ICT across the whole curriculum. The children develop their skills, starting in Reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns.

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

## **Music**

Music is delivered through the Charanga scheme. In music lessons, pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Collective worship will also provide an opportunity to practise singing, as well as the school choir. Pupils will be taught compositional skills and will play a variety of instruments in ensemble groups. We teach the pupils to develop their listening skills and expose them to a wide range of music. We provide opportunities for pupils to learn how to play instruments through our links to the Salvation Army and the Lincolnshire Music Service.

<https://www.bishopking.org.uk/Music.asp>

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

## **Physical Education (PE)**

All pupils participate in focused PE lessons each week as well as participating in the Golden mile twice weekly. We invest in specialist sports' coaches to support our continued professional development and ensure that the pupils experience a wide range of sporting activities. Lessons focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Indoor PE is held in the hall for all music and movement, dance, apparatus work and gymnastics. The large field area can be used for all team games and athletics. Swimming is introduced to the timetable from Key Stage 2. We provide a variety of extra curricular sporting activities and ensure wider participation in the community by involvement in interschool sports tournaments.

<https://www.bishopking.org.uk/PE.asp>

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

## **Modern Languages (ML)**

All pupils are exposed to a range of languages through our 'Language of the moment' initiative. Pupils are shown the country on a world map, the relevant flag and the appropriate greeting in that language. In Key Stage 2 we teach French to all children. The scheme that we use is Language Angels which is a phonetic based scheme. We have discreet lessons on the timetable each week.

<https://www.bishopking.org.uk/MFL.asp>

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

## **Personal, Social, Health and Economic education (PSHE)**

PSHE, or personal, social, health and economic education, is a planned programme of learning, through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times.

Our objectives have been taken from the PSHE association, which were updated in accordance with the curriculum 2014. This overview has the aim of linking our PSHE objectives to our church

school themes. Therefore, a selection of objectives will be covered each half term in PSHE. Some are covered more than once in the year as these were felt to be areas that needed revisiting throughout the year.

In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

SRE, or Sex and Relationship education, is planned into the PSHE curriculum.

<https://www.bishopking.org.uk/PSHE.asp>

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

## **Spiritual, Moral, Social and Cultural Development (SMSC)**

SMSC is embedded through our curriculum on a daily basis.

### **- Spiritual Development**

As a church school, we include Christian Spiritual practices including: prayer, worship, celebration of festivals and reading/reflection from the Bible within Collective Worship, R.E. and the wider curriculum.

### **- Moral Development**

The development of knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through our church school values, developing knowledge of boundaries and the understanding of consequences. They learn by example and by practising through role-play, story and group activities.

### **- Social Development**

The development of knowledge and understanding and the acquisition of skills when relating to others. This begins with family and friends and extends to the wider community beyond. Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live are also developed.

### **- Cultural Development**

Encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the pupils to make comparisons and develop knowledge of lifestyles and choices of others.

## **Enrichment**

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. An enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists, and themed days and weeks.

### **Themed days and weeks**

Themed days that are incorporated into the curriculum throughout the year, e.g. Anti-bullying, World Hello Day, **Aspirations day**,

### **Educational visits and experiences**

We plan a series of visits and experiences throughout the year, for each year group, directly linked to our curriculum. Our location gives us access to a wealth of historic and educational resources, which we endeavor to use to develop children's knowledge of their local area.

### **Extra-curricular activities**

A range of age-appropriate clubs are offered, both at lunchtime and after school, for Key Stages 1

and 2 pupils, across the year.

We have a range of school committees in which pupils are chosen by their peers to represent individual classes, e.g. School Council, Collective Worship Council, Young Interpreters, the Eco-Committee and the Mini Police.

### **Monitoring of the curriculum**

The Headteacher has the responsibility for the leadership and monitoring of the curriculum. Subject action plans are in place for each curriculum area, linked to our school priorities.

Subject leaders monitor the content and delivery of their subject, keep up to date with curriculum developments and provide staff CPD.

Monitoring will include:

- data analysis
- lesson drop-ins
- learning walks
- scrutiny of pupil's books
- pupil interviews
- collating data from questionnaires

Governors monitor the success of the curriculum in line with the SDP milestones, through discussions with SMT, subject leaders and pupils.

See also:

- Equality Information and Objectives / Equalities Act 2010
- Assessment Policy
- Marking and Feedback Policy
- Early Years Foundation Stage Policy
- SEND Policy

28.11.2023