The Federation of Liphook Infant School and Liphook CofE Junior School

Curriculum Policy

RATIONALE

Why have a curriculum?

At the Federation of Liphook Infant School and Liphook C of E Junior School, we believe a curriculum should equip pupils with the skills, knowledge, and understanding needed to navigate and make sense of the real world. The primary curriculum serves as a foundation for higher-order learning, supporting pupils as they progress through the next stages of education and throughout their lives.

Our curriculum places a strong emphasis on teaching core skills, particularly in English, maths and personal development. At the same time, we believe it should be enriched with a wide range of experiences across other subject areas to foster curiosity, creativity, and a lifelong love of learning.

We recognise that children learn best through direct, meaningful experiences. Our curriculum is designed to capture their interest, ignite enthusiasm, and provide engaging learning opportunities for pupils of all abilities. Each year group's unit of work features a carefully planned 'Hook,' offering pupils hands-on experiences through external visits, guest speakers, or special activities designed to spark curiosity. Units of work often culminate in an outcome, where parents and the community are invited to take part in activities related to the topic, celebrating and sharing the pupils' learning journey.

What does the curriculum look like?

The curriculum follows the Early Years Foundation Stage Curriculum and the National Curriculum programmes of study. The Religious Education (RE) curriculum follows the agreed syllabus for Hampshire, the Isle of Wight, Portsmouth and Southampton: 'Living Difference IV'. Understanding Christianity is also used. At the heart of our curriculum is an integrated approach that connects subjects, fostering deeper understanding and meaningful learning experiences. Where there is no natural link, subjects are taught discretely. We offer children enriching and first-hand experiences to extend and broaden knowledge and understanding of the wider world.

Spiritual, Moral, Social and Cultural Development

Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum (and overtly stated within unit plans) but also through the ethos of the school and through the development of positive attitudes and values.

It is an expectation that all staff, in all subjects, can and should contribute to the Spiritual, Moral, Social and Cultural Development of pupils through the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time etc.

PRACTICE

How is the curriculum organised?

We have developed a broad, balanced, rich curriculum where every individual child is valued.
Subject leaders have developed a progression of skills and knowledge pertinent to their subject, made relevant cross curricular links and identified key technical vocabulary and assessments from Year R through to Year 6. Our staff receive excellent continuing professional development which ensures that they teach with confidence, expertise and experience. This approach ensures children experience learning that is built on solid foundations, and which is meaningful and engaging. They develop a true love and thirst for learning which enables them to be securely ready for each stage of their education.
Our curriculum takes on three key principles which we call 'The Three I's'.

1. The **INTENT** of our curriculum is to develop every child's personal, social and moral integrity whilst providing full coverage of the national curriculum expectations within our unique federation curriculum. This provides opportunities and experiences to equip and prepare children to live and succeed in an unknown and ever-changing future world.
2. The **IMPLEMENTATION** of our curriculum structure is based on a highly effective, seven-year journey, building on prior learning. Our curriculum is purposeful, relevant and aspirational, where language and learning are linked and applied across subjects. Our rigorous assessment processes ensure that all children are supported and challenged appropriately.
3. The overall **IMPACT** of the curriculum is measured by evaluating both the knowledge and skills our children have gained and acquired against the expectations of the national curriculum as well as the personal and social attributes and qualities they have developed in readiness for the next stage of their education.

We also have 3 main drivers which are

- ✓ The environment and the wider world
- ✓ Culture and diversity
- ✓ The Arts

These feed through our curriculum subjects

Safeguarding is key to ensure every child is kept safe and as such it is interwoven through key subjects particularly PSHE, science, computing and PE. This is further supported by the SCARF programme.

We aim for our curriculum to:

1. Be underpinned by our aims, values and purpose
2. Develop the whole child – through knowledge, skills, understanding and attitudes
3. Be broad, balanced and have a clear progression in subject knowledge and skills
4. Be filled with rich first-hand purposeful experiences
5. Be flexible and responsive to individual needs and interests
6. Be open to the future and the needs of future citizens including developing a respect for the environment
7. Make meaningful links between areas of knowledge across subjects, enabling our children to begin to understand issues locally, nationally and internationally and to recognise how they can contribute to an even better world
8. Develop a sense of spirituality, moral integrity, cultural respect and social adaptability in order to thrive and succeed in a diverse and ever-changing world.

English, maths, physical education (PE), music as well as personal, social and health Education (PSHE) are taught each week. Wherever possible, links to other subject areas are made. Computing skills are taught weekly and applied throughout other areas of the curriculum. Religious education (RE) and science are sometimes blocked, or may be taught weekly, linked where possible to topics. Art and design and design

and technology (D+T) are taught in blocked periods of time and are mainly linked to topics. However, these links are only made if appropriate, otherwise they are taught as discrete subjects. History and geography are taught in blocked units of work and often form the basis of the topics along with some aspects of science.

SUBJECT VISION STATEMENTS

Not all areas of the curriculum at The Federation of Liphook Infant School and Liphook C of E Junior School have separate subject policies as much of the content in each would be repeated. Consequently, this curriculum policy is pertinent to all the subject areas. However, each subject has a purpose in its own right and we have agreed vision statements for each subject as below.

Art and Design

We recognise that art stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world, enriching personal and public lives. Our pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgments and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures.

Design and Technology

Design and technology is a creative, practical subject, which aims to provide opportunities for all children to develop innovative designing and making skills, to the best of their ability. Every child will be involved in using a range of tools, materials and components safely to design and make good quality products. The children will be encouraged to develop an understanding of the ways in which people have designed products in the past and present to meet their needs. All children will improve and refine their knowledge, understanding and skills through experience in the following areas of learning: construction materials, food, movement and mechanisms, textiles and electrical control. They will have opportunities to evaluate products and to discuss the values and attitudes of the world around them.

English

English as a basic skill takes high priority and is linked to all other subject areas. We enable our children to develop skills in speaking, listening, drama, reading and writing and constantly strive to improve and develop opportunities. Once they have these skills they will be able to express themselves creatively and imaginatively. They will develop effective communication skills and will learn to take account of audience. They will learn to discuss, read and write a range of genres including stories, poetry, play scripts and non-fiction texts in order to be confident and creative users of language.

Geography

Geography provides and answers questions about the natural and human worlds, using enquiry to view them from different perspectives. Children will study their local environment and its important features and recognise the need to care for, protect and improve it. Through their developing knowledge of the world they will compare and contrast, gain an understanding of maps and develop a range of investigative and problem-solving skills.

History

We stimulate children's curiosity about the past in Britain and the wider world. They will consider how past societies influence the present, what they were like and how their beliefs and cultures influenced peoples' actions. As they do this, they will develop a chronological framework for their knowledge of significant people and events. In their studies, children will develop skills in using historical evidence effectively to reach relevant, realistic conclusions which may influence their decisions about personal choices, attitudes and values. Every year group has at least one well planned and resourced historical topic where the learning is in context and role play is used to engage and enhance learning.

Computing

Computing is a powerful tool which the children will use confidently to enhance their learning and release their creativity in many forms. It gives unlimited access to information across the globe and is a means to communicate thoughts and ideas to others in innovative ways. Our children's lives are rich with many forms of IT; their future lifelong learning depends more and more on the development of key computing skills. Our children will need to think flexibly and show adaptability to cope with emerging technologies in this fast-changing world. We believe that our broad scheme of work will equip children to: take risks in developing their ideas and also know how to keep safe, improve and refine their computing skills, use IT as a tool to enhance their learning in all curriculum areas and enjoy using computing to communicate with others in many ways.

Mathematics

Mathematics has a central place in our school's curriculum. It is a powerful and valuable tool in the real world and helps to provide children with a way of viewing and making sense of their environment. We believe in teaching mathematics using the CPA (Concrete, Pictorial, Abstract) approach, which supports a deep understanding of mathematical concepts. We see mental methods as a first resort and therefore we teach a range of mental strategies from which the children can choose the most appropriate. Throughout our lessons we encourage the children to select the mathematics and equipment needed to solve problems. We aim to present work in real contexts in order that we can build on the experiences children have had in the past and their existing knowledge. We plan for the children to apply their knowledge and skills in different scenarios in order that they will be able to apply their maths in any situation. These skills and knowledge, as well as the acquisition of new language, are progressively built upon and this is systematically planned for. We look for further opportunities to strengthen the application of skills in other subject areas and within different areas of maths. It is our aim that when the children leave us they will be able to calculate using the four rules and will know basic facts whilst promoting maths as an exciting, challenging and creative subject.

Music

Music is central to the school's vision in providing all children with a broad and balanced curriculum to equip them for life long learning. We use the Kodály approach for teaching music. We seek to enrich children's understanding through experiencing a wide range of music from different cultures and eras. In music we believe in a hands-on approach for the basis of most music making and appraisal. Children will be encouraged to experiment and explore different musical genres using their own creative ideas. They will consider the purpose and audience of their music. Children will be encouraged to reflect on and appraise their music making and to make suggestions about future improvements. At all times, the children will be encouraged to value the views of others. A variety of performances are created annually giving all children across the schools an opportunity to take part.

Personal, Social and Health Education and Citizenship, also known as PDL (Personal Development Learning)

We believe that children need to have experiences within and beyond the school curriculum to enable them to grow into confident, healthy and independent individuals. They need to appreciate their worth and take increasing responsibility for their own learning. We also encourage children to develop into informed, active and responsible citizens, working well with others and taking full part in school life and the wider community. They will gain some understanding of the political and social institutions that may affect their future lives so that they can contribute positively as individual citizens and as a member of the community. All pupils have a voice which is heard at least through Young Governors half termly. The school promotes and is part of the Healthy Schools scheme/partnership.

Physical Education

Physical education is central to the school's ethos in aiming to develop all of our children physically, mentally and socially. We follow PE Passport and the requirements of the National Curriculum are taught to enable each child to reach his or her potential. Through our broad and balanced curriculum, we aim to develop and refine the whole range of motor skills and the ongoing evaluation of performance. Through careful planning, teaching and assessing, we make links where possible with the whole school curriculum and equip children for a lifelong appreciation and understanding of the need for a healthy lifestyle.

Religious Education

We believe that religious education should develop children's awareness of other people and understanding of times, cultures, religions and beliefs different from their own. Through our planned programme of work we intend that religious education will foster in the children a reflective approach to life and help them gradually to develop attitudes of empathy, tolerance and positive enquiry. We hope to engender an awareness of spirituality. We raise their awareness of concepts, practices and experiences in world religions, particularly Christianity, Hinduism, Judaism, Islam and Buddhism. At all times, pupils are encouraged to value and respect the beliefs of others and are provided with opportunities to explore and express their own values and beliefs.

Science

Science plays a crucial role in helping children understand how the world around them works. Our aim is to ignite their natural curiosity, encouraging them to explore and engage with the natural and technological world. Through this curiosity, we guide pupils to develop a deeper understanding of life processes, materials, and physical phenomena, reinforced by practical, hands-on experiences.

Children develop essential skills for conducting investigations with growing precision and accuracy. They learn to plan investigations thoughtfully, gather reliable evidence, analyse results effectively, and draw well-informed conclusions grounded in scientific knowledge and understanding.

Sex and relationship education

This programme is delivered predominantly through the PSHE and Science curriculum. It is delivered by the class teacher and with support from outside visitors or agencies, such as Coram Education.
Throughout the programme, pupils practise life skills such as assertiveness, self – awareness, decision making alongside considering all aspects of relationships. It also provides opportunities for pupils to explore their own and others' attitudes, values and opinions on a variety of issues.

ENHANCING THE CURRICULUM

Our aim is to 'develop a love of learning'. We recognise the importance of visual stimuli, as well as the role of oracy, to enhance the children's learning. Where possible we use artifacts, DVD, drama and visitors to give these opportunities in order to engage and challenge all pupils at their level and ability. We aim to use a multi-sensory approach wherever possible in order to cater for the varied learning styles within each class.

We are aware of the benefits of extending and enhancing the curriculum with the organisation of trips and visitors. The school environment and off-site visits provide a wealth of first hand experience. Opportunities for residential trips are seen as a way of enhancing, not only the educational curriculum, but also as a way of developing children's self-esteem and social skills. A weeklong, residential trip currently undertaken by year 6 and based at Calshot Activity Centre develops geography, environmental and physical skills as well as team work and co-operation. Our extensive programme of visits and visitors enhances our curriculum with the aim of 'developing a love of learning'.

Green Issues

We promote the understanding of Green Issues through the 3Rs:- reducing, recycling and reusing. In the Junior school we have two Eco Warriors in each class who meet as a group at least half termly to address issues across the school such as the 3Rs, saving energy and auditing waste. Awareness of sustainability and responsibility of our environment and the wider environment is taught throughout the curriculum across each year group.

Equal Opportunities and Multicultural Education

We live in a multicultural society and we believe in introducing children to the rich and varied cultures that they will encounter throughout their lives. Opportunities for looking at these cultures will be encountered in many curriculum areas. These opportunities will be supported by outside agencies and first-hand experiences where appropriate.

Discrimination on the basis of race, ethnicity, culture, language, gender, ability or disability, or socio-economic background is not acceptable. Our school is committed to emphasising the common elements

and values rather than highlighting their conflicting areas. We try to ensure that all children have similar opportunities and access to the curriculum.

PLANNING

English and Maths
There is an agreed approach to the planning of English and Maths across both schools. Links with other subject areas are also shown. Using assessment, medium term plans are updated for the following term. Weekly planning shows objectives from medium term plans broken down into manageable steps along with activities and adaptive teaching for lower and higher attaining pupils.

Other subject areas
Each year group produces a yearly curriculum overview which shows how the learning is organised into blocks or units of work. These units include key subject areas, linked subjects, learning values, hooks, outcomes, and SMSC opportunities. Subject leaders audit these plans to ensure progression and continuity across the Federation.

Ensuring every child achieves
Every lesson is carefully planned and teachers take into account grouping, task, learning aids, scaffolds, adult support, questioning and outcomes.
In addition, groups of children and individuals receive additional support programmes for Literacy and Mathematics. There are booster groups for English and Maths. Children with individual SEND receive further support from the SENCO, HLTA and LSAs. (Refer to Special Needs Policy).

Displays
Displays are used for a variety of reasons – as a learning tool and to celebrate work. Displays reflects all areas of the curriculum and where possible are interactive. We strive for quality rather than quantity. All year groups are represented and celebrated in shared area displays. All work is displayed to a high quality, not necessarily perfect, but work is marked clearly to indicate corrections. All children at some point during the year will have the opportunity to have their work displayed. To meet the criteria of our Single Equality Scheme we include displays promoting different groups in regards to race, gender, disability etc.

Computing
Computing is used as a tool to support, enrich, enhance and extend learning in all areas of the curriculum. All classes have an interactive whiteboard and Apple TV, both of which are used extensively in lessons.
Each child from Y2 has 1:1 access to iPads; Seesaw and Microsoft OneNote are used to extend and support learning. Assistive technology is used to support adaptive teaching e.g. use of Immersive Reader. A range of software is used to support and extend learning in engaging ways from YR to Y6. IT is also used to enhance creativity e.g. use of the green screen when filming videos. In addition to this, computer skills are taught separately. There is a wide range of IT equipment throughout the school, including wireless laptops and data loggers.

Outcomes
The work produced by children may be: oral, physical, creative, pictorial, written or recorded audio visually. This will depend on the skills of the children and the intended outcomes set by the teacher. Work is recorded in exercise books, these are passed onto the next teacher so progression can be monitored.

Assessment of the curriculum
Please refer to the school's Assessment Policy.

Monitoring of the Curriculum

- The curriculum is monitored by individual subject leaders, the Executive Head teacher and Head of School in discussion with class teachers and by using a variety of evidence
- Core Subject leaders report at least annually to governors either by attending the School Improvement Committee or through the Executive Head teachers Report

- The School Improvement Plan is an agenda item at all meetings of the governing body to ensure governors are kept fully informed about progress being made.

The following policies should be read in conjunction with this curriculum policy:

- SMSC Policy
- Assessment Policy
- Teaching and Learning Policy
- Single Equality Scheme
- Special Educational Needs Policy

Reference should also be made to individual subject policies and other key policies.

- English Policy
- Computing Policy
- Mathematics Policy
- Religious Education Policy
- Sex and Relationships Education Policy
- SEND Policy

This policy was formulated by the Executive Head teacher and Governors of The Federation of Liphook Infant School and Liphook CofE Junior School and is to be reviewed every two years.

Signed: … ……. Signed ……

Executive Head teacher Chair of Governors

Date: ……January 2025……