



Brampton Abbots CE Primary School



Bridstow CE Primary School



Oak Meadow Federation

CURRICULUM CONTENT POLICY SUITE

This policy will be reviewed and updated by the governing body at least annually.
All references to 'the school' imply both Brampton Abbots and Bridstow Primary Schools.

Date signed off by full governing body: 20th June 2022

Signed Daniel Brearey, Head teacher

Paul Mason, Chair of governors

Date next review due: July 2023

Introduction

Our vision is rooted in Psalm 1:3: 'You are like a tree, planted by streams of water that never run dry. Your fruit ripens in its time; your leaves never fade or curl. In all you do, you prosper'. To this end, and in order to create a positive learning environment, this policy suite sets out the school's approach to treating each other fairly, and to providing opportunities for open and honest feedback that enables pupils to grow and develop.

This suite of policies aims:

- to ensure all children are supported to achieve their potential, knowing their achievements and what they need to do next;
- to ensure that suitable reasonable adjustments are put in place to enable all children to engage fully in the life of the school and to achieve their potential.

This policy suite contains the following chapters:

[Chapter 1](#) : Development of Cultural Capital

[Chapter 2](#) : Religious Education and Collective Worship

[Chapter 3](#) : Relationships and Sex Education

[Chapter 4](#) : British Values

[Chapter 5](#) : EYFS

Other key school documents to refer to are:

- Safeguarding suite
- Curriculum delivery suite

Complaints and whistleblowing

Complaints should follow the procedures as set out in the Complaints Policy on our website. Staff also have a responsibility to raise any concerns in accordance with the school's whistleblowing policy.

Compliance

This policy is set out in line with the legislation, statutory guidance and good practice guidance set out at Appendix 1.

CHAPTER 1: DEVELOPMENT OF CULTURAL CAPITAL

1.1 Overview

Cultural capital is the essential knowledge that children need to prepare them for their future success, to give them the best possible start to their early education. This policy suite covers the generic areas that apply to all foundation subject specific curriculum policies. Where this differs, it is detailed within that specific subject policy.

1.2 Curriculum coverage

All subject curriculums cover, as a minimum, the requirements set out in the relevant National Curriculum document for that subject. This will be enhanced and broadened within each subject area (see subject-specific policies).

1.3 Teaching and learning guidelines

We aim to facilitate learning and engagement for all pupils through:

- a variety of learning styles, such as visual, audio and kinesthetic;
- whole-class teaching methods, enquiry-based, individual, paired, class and group work;
- discussion, practical activity, games, investigations, problem-solving, research, role-play and recording.

1.4 Roles and responsibilities

1.4.1 Subject leader

The subject leader will:

- support all teachers to inspire learning through bringing a subject alive for our children;
- monitor and evaluate the learning and teaching of the subject within the school;
- devise action plans to show future developments and review progress;
- provide specialist support and guidance to colleagues on teaching projects and planning;
- purchase and organise resources and maintain equipment to make them easily accessible for colleagues;
- attend CPF courses, report back to staff, and support wider staff CPD where appropriate;
- explore ways to raise the profile of the subject within school;
- make colleagues aware of opportunities for trips/ fieldwork relevant to the subject;
- research and source high-quality resources including visiting experts.

1.4.2 Class Teachers

All class teachers are responsible for planning and teaching the subject to their classes in accordance with the guidelines laid out in the subject policy. Where necessary, they will adapt and modify planning to take account of topical issues whilst ensuring that all objectives of the National Curriculum for that subject for the relevant Year groups are covered so that progression across year groups and Key Stages is maintained.

1.4.3 Link Governor

The subject link governor will monitor the effectiveness of subject policies and hold the head teacher to account for their implementation.

The governing body will also ensure that (for all subjects):

- a robust framework is in place for setting curriculum priorities and aspirational targets;
- enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements;

- proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);
- the school implements the relevant statutory assessment arrangements;
- it participates actively in decision-making about the breadth and balance of the curriculum;
- it fulfils its role to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

1.5 Inclusion

Wherever and whenever appropriate, a wide range of cultural images and contexts will be used in all subjects, and we will use these opportunities to challenge stereotypes. For all children to produce their best, we plan differentiated resources and tasks through:

- adapted worksheets
- changing the demands of a task
- more limited choices where appropriate
- greater teacher intervention, small group work and teaching assistant support as required
- ensuring that the manipulative skills needed are manageable

Teachers ~~should~~ will challenge higher-attaining pupils by expecting them to interrogate more demanding sources, by expecting them to work with greater independence and by raising expectations about how they might communicate their ideas

1.6 Positive Learning Behaviours

We are working on developing all children's approaches to their learning. This means that we integrate four key areas of learning that we refer to as 'Positive Learning Behaviours'. These are:

- Growth Mindset
- Resilience
- Meta-cognition
- Emotional well-being

We actively look for opportunities to develop these key competencies through all subject curricula.

CHAPTER 2: RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

2.1 Aims and objectives

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At our Church of England primary schools, children's knowledge and understanding of the major world faiths is developed, and the fundamental questions in life are addressed, for example, the meaning of life and the existence of a divine spirit. Children are encouraged to develop a sound knowledge of Christianity and other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. Children also learn from religions as well as about religions.

The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- respect other peoples' views and to celebrate the diversity in society.

2.2 The legal position of religious education

The school curriculum for religious education (RE) meets the requirements of The Education Act 1996. The Act stipulates that religious education is compulsory for all children, including those in the Reception class who are less than five years old. The Act allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The Act also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's identity and its spiritual, moral, and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on Herefordshire's agreed syllabus combined with the Understanding Christianity resources and it meets all the requirements set out in these documents. The Education Act 1996 states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

2.3 Teaching and learning styles

The school's teaching and learning style in RE is based on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Teaching enables children to extend their own sense of their values base and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

The school's teaching and learning style in RE enables children to build on their own experiences and extend their knowledge and understanding of religious traditions. The children will use their experiences at religious festivals such as Easter, Passover etc. to develop their religious thinking. Where practical, visits to local places of worship will be organised and invitations made to representatives of local religious groups to come into school and talk to the children.

Children carry out research in key religious questions. They study aspects of particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using ICT, working individually or in groups.

The school recognises the fact that all classes in the school have children of widely differing abilities, and so the school provides suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- grouping the children by ability in the room and setting different tasks for each ability group
- providing resources of different complexity, adapted to the ability of the child
- using teaching assistants to support the work of individuals or groups of children.

2.4 Curriculum planning in religious education

The school plans the religious education curriculum in accordance with the guidance included in the Herefordshire agreed syllabus. The school ensures that the topics studied in religious education build upon prior learning. The school offers opportunities for children of all abilities to develop their skills and knowledge in each unit and ensures that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

The school carries out the curriculum planning in religious education in three phases (long-term, medium-term, and short-term). The long-term plan maps the religious education topics studied in each term during each key stage.

In order to deliver the aims and expected standards of the Herefordshire Agreed Syllabus, it is recommended that there is a minimum allocation of 5% of curriculum time for RE. This means in practice that we allocate RE time as follows:

Foundation Stage 2: 36 hours per year (both teacher-led and child-initiated activities)

Key Stage 1: 36 hours per year (on average, 1 hour per week)

Key Stage 2: 45 hours per year (on average, 1 hour 15 minutes per week).

The Reception class is part of the Foundation Stage of the National Curriculum and the school relates the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

2.5 Contribution of religious education to the teaching of other subjects

2.5.1 English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking, and listening. Some of the texts that we use in our literacy sessions have religious themes or content, which encourage discussion, and this is one method for promoting the skills of speaking and listening.

2.5.2 Information and communication technology (ICT)

The school uses ICT where appropriate in religious education. The children find, select, and analyse information, using the internet and CD ROMs. They also use ICT to review, modify and evaluate their work and to improve its presentation.

2.5.3 Personal, social and health education (PSHE) and citizenship

Through religious education lessons, the school teaches the children about the values and moral beliefs that underpin individual choices of behaviour. For example, the school contributes to the

discussion of topics such as smoking, drugs and health education. The school also promotes the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

2.5.4 Spiritual, moral, social and cultural development

Through teaching religious education, the school provides opportunities for spiritual and moral development. Children consider and respond to questions concerning the meaning and purpose of life. They are helped to recognise the difference between right and wrong through the study of moral and ethical questions. The school seeks to enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

2.5.5 Science

The school staff firmly believe that the consideration of important questions about life, its origins and meaning cannot be separated from the study of science, and that due consideration of religious ideas and concepts can contribute much to our understanding of the importance of scientific study and vice versa. This has proven particularly truthful for children who would state that they have no faith or belief.

2.6 Collective Worship

The school recognises, as with all areas of the curriculum, the collective worship should be a valid educational experience, and that, as set down in the 1988 Education Reform Act, the nature of the collective worship is wholly or mainly of a broadly Christian character.

The school sees the time set aside for Collective Worship as being a time for sharing and togetherness, a sharing of knowledge, feelings and experience. It is seen as a time when a sense of belonging is fostered within the school, the wider communities of Ross-on-Wye and Bridstow and the society and world in which we live. It is a special act or occasion whose purpose is to show reverence to God.

2.6.1 Guidelines

- Unless agreed formally with parents, children will take part in some form of collective worship every day.
- Collective worship will take place both as a whole school and in smaller groups such as separate key stages. All members of teaching staff will be given the opportunity to lead collective worship in one or more of these settings.
- All children will also be given the opportunity to take the lead in collective worship and will be encouraged to contribute as often as possible.
- Clergy will lead collective worship on a regular basis.
- At appropriate times, members of outside organisations (e.g. Open the Book) will be invited to share in collective worship. These will always be briefed by senior management before worship begins.
- Themes used will relate to Christian values, the wonders of the world, the deeds of man and the celebration of religious festivals.
- They will also relate to the children's interests – classroom activities, the interests of the community and values upheld by individuals and other communities.

- The themes will be put forward in as varied a manner as possible, e.g. through story, prose, poetry, drama, art, music, discussion.
- There will sometimes be reference made to faiths other than Christianity. Appropriate stories from other faiths will be used to illustrate aspects of faith or belief that are common to Christianity.
- The act of collective worship will include the singing of hymns and songs. Opportunities will be given both to join in with and to listen to prayers.
- Prayer will be used at key times throughout the day, e.g. at collective worship, lunchtime and the end of the day.
- Time will also be provided for silence and reflection.
- Parents will be allowed to withdraw their children from collective worship after consultation and formal agreement.

2.6.2 Organisation of Collective Worship

The school conducts assemblies in a dignified and respectful way. Children are told that assembly time is a period of calm reflection. It is regarded as a special time and children are expected to behave in an appropriate way. The children are asked to be quiet and thoughtful and to listen carefully to the teachings and participate fully in prayer and hymns. An appropriate atmosphere is created by using music and sometimes candles or other objects that act as a focal point for the attention of the children.

2.6.3 Conclusion

The time set aside for collective worship gives the opportunity, as a school, to draw attention to shared values as well as allowing the exploration of some spiritual, moral and aesthetic areas of experience.

CHAPTER 3: RELATIONSHIPS AND SEX EDUCATION

3.1 Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

3.2 Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

3.3 Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

3.4 Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings;
- How a baby is conceived and born.

For more information about our curriculum, please visit our website.

3.5 Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions in upper Key Stage 2 on a two-year cycle.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures) along with reflecting sensitively that some children

may have a different structure of support around them (such as children who are looked after, or young carers).

The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

3.6 Roles and responsibilities

3.6.1 The governing body

The governing body will approve the RSE policy and hold the headteacher to account for its implementation.

3.6.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

3.6.3 Staff

Staff members are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

3.6.4 Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

3.7 Parents' right to withdraw children from non-statutory elements of RSE

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

CHAPTER 4: BRITISH VALUES

4.1 The school's responsibility

All schools have a duty actively to promote the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect and
- tolerance of those with different faiths and beliefs.

These values were first set out by the government in the 'Prevent' strategy in 2011 and are embedded in our curriculum.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC.

4.2 Spiritual, moral, social and cultural development

Through the school's delivery of SMSC, we:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England & Wales;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in the UK;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England & Wales.

CHAPTER 5: EARLY YEARS FOUNDATION STAGE

5.1 Introduction

Within the school we cater for children in the Early Years Foundation Stage to the end of their Reception Year, and Year One children who are still working within the Early Years Foundation Stage, to provide appropriate transition through to the National Curriculum.

Entry into our Reception Class is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

The EYFS is important in its own right, but also in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the EYFS.

5.2 Principles

Children joining our school have already learnt a great deal. The early-years education we offer our children:

- builds on what they already know and can do
- offers a structure for learning that has a range of starting points and can be adapted to suit each child's needs, content that matches the needs of young children, and activities that provide opportunities for learning, both indoors and outdoors
- provides a safe, rich and stimulating environment which meets the individual child's needs and interests
- ensures that no child is excluded or disadvantaged.

5.3 Aims and objectives

We use the Early Years Foundation Stage guidance to provide the best possible start to a school life for a child in our care. We use the principles from the guidance to help us plan and offer opportunities for children. We use the exemplification materials, alongside external and cluster moderation, to ensure that we are assessing appropriately and at the correct level.

5.4 Areas of learning

Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals, enabling children to develop competency and skill across both the Prime and Specific Areas of Learning.

5.4.1 Prime areas:

Personal, Social and Emotional Development: Making relationships, building self-confidence, and managing feelings and behaviour

Communication and Language: Listening, speaking and paying attention

Physical Development: - Moving and handling, health and self-care

5.4.2 Specific Areas:

Literacy:..... Reading and writing

Mathematics: Numbers, shapes, and measures.

Understanding the world: Communities, peoples and technology

Expressive arts and design: Imagination, exploring, using media and materials

5.5 Teaching and learning style

Across these spheres of learning we aim to encourage enjoyment, creativity, critical thinking, concentration and persistence.

5.5.1 Early Learning Goals and Development Matters

The Early Learning Goals and Development Matters document provide the basis for planning throughout the EYFS. We use topic-based themes with an initial overview for the term. Further planning is built on discussions and observations made of children and created week by week according to need and pupils' interests. Planning is evaluated daily and learning experiences are altered accordingly.

5.5.2 Topic-based learning

At our school, the EYFS children experience a different topic each term, with a variety of activities that cover the ~~six~~ seven areas of learning. The children are involved in the planning process and activities related to their learning.

5.6 The role of Parents

We believe that parents have a vital role to play in the continued education of their child. We recognise the role that parents have played in educating their children. Parents are able to come into the classroom daily and any informal meetings with the class teacher happen at this time. Parents/Carers also have the opportunity to attend three parent consultation evenings throughout the year. In the Reception class, parents are asked to share a book for a few minutes each day with their child and to reinforce other learning at home, such as phonics.

Appendix 1 : Legislative and statutory environment

[DfE: Religious Education in Maintained Schools \(2010\)](#)

[DfE: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2021\)](#)

[DfE Guidance on promoting British values in schools \(2014\)](#)

[DfE: Statutory framework for the early years foundation stage \(2021\)](#)

[Ofsted: School inspection update \(2019\)](#)

Appendix 2**Parental request for withdrawal from RE and/or collective worship, and/or the sex education element of the RSE curriculum**

Name of child(ren)			
I would like to withdraw my child(ren) from <i>(please tick all that apply)</i>	Religious Education		
	Collective Worship		
	Sex Education <i>(NB Relationships and Health elements of the RSE curriculum are statutory requirements for all children)</i>		
The reasons for this request are:			
I have spoken with my child's class teacher about this		Yes	
		Not yet	
Signed		Name	
		Date	
<i>Thank you for taking the time to complete this request; the head teacher will contact you to respond and to arrange a meeting if appropriate.</i>			