

Pimperne Primary School

Our Curriculum Policy

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Signed by:

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Date: 1/10/23

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Date: 1/10/23



'As each one does their part, we grow in love'
Ephesians 4 vs.16



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Educational Statement

At Pimperne Primary School, we value pupils' education and aim to provide a broad and balanced curriculum to all learners in a fun, safe and engaging environment. Our aim is to provide appropriate challenge in order to develop resilient learners who are aspirational for future learning and life endeavours. Children are guided on their learning journey by carefully building upon their prior knowledge and skills, to ensure a depth of learning. Our Vision is integral to our curriculum: **'As each one does their part, we grow in love'** *Ephesians 41:6*

Our core Christian values and vision are at the heart of all we do; through our daily interaction, our teaching and our learning, we strive to commit to these values which are rooted in our Christian heritage. Our motto: Celebrate, Believe, Aspire is important to us and so too are our eight values: Perseverance, Courage, Compassion, Justice, Respect, Forgiveness, Trust and Selflessness. We do not tolerate discrimination of any kind and, our curriculum celebrates the diverse nature of our society, enabling pupils to embrace and the world around them and encourages adherence with the fundamental British values.

Our curriculum encompasses not only the formal requirements of the National Curriculum but also aims to expose children to the richest and most varied opportunities as we aim to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best they can.

We believe deeply in the importance of helping our pupils develop as a whole person – happy and ready to take the next steps into their education and lives beyond primary school, regardless of their starting point. Pimperne Primary School values, cares and listens to each individual, our children feel valued and safe and our aspiration is for everyone to flourish and be happy.

This policy outlines our dedication to establishing an inclusive, well-rounded and robust curriculum which builds resilient learners who have an aspirational mindset for the future and provides enriching experiences and opportunities for all.

1. Our Curriculum

At Pimperne Primary School, our bespoke curriculum has been designed to take account of the statutory requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. It is organised and planned to ensure every child receives an appropriate mix of academic and personal development. We also place a high priority on ensuring the physical and mental well-being of children are met, understanding that they will not be successful learners unless they are emotionally secure.

We deliver a broad and balanced curriculum to all learners in a fun, safe and engaging environment across the subjects of the National Curriculum and in a range of additional aspects that are considered essential to prepare our children for the life and learning ahead of them. The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. We work in partnership with other schools within the Blandford Schools Network (BSN) and across the County to enrich our offer to our pupils.

Our aim is to provide appropriate challenge to develop resilient learners who are aspirational for future learning and life endeavours. Children are guided on their learning journey by carefully structured and progressive building blocks incorporating both knowledge and skills, which in turn link to their prior learning, to ensure a depth of learning. Our core Christian values and vision remain at the heart of all we do.

Our School Curriculum Ethos and Aims:

- ✓ Reflects our Christian ethos as well as school and British Values and is underpinned by our relational approach to all that we do
- ✓ Is inclusive to ensure all children are understood and valued by placing emphasis on pupil voice and equity
- ✓ Is designed to build resilient learners through being 'Switched on', who have an aspirational mindset for the future and celebrate their uniqueness as well as valuing teamwork
- ✓ Develops sequential learning where pupils know more and can do more due to interconnecting knowledge and skills
- ✓ Relates children's learning to our local and national context, as well as to the needs of each individual child
- ✓ Focuses on subject specific skills within a creative unit approach
- ✓ Considers depth, breadth and balance of the key curriculum content
- ✓ Follows a progressive model where curriculum leaders frequently refine its design
- ✓ Promotes an understanding of well-being and good mental health
- ✓ Teaches our children to be respectful citizens of the community, celebrating diversity and reflecting on local and global issues
- ✓ Provides enriching experiences and opportunities for all and values the experiences outdoor learning offers
- ✓ Provides opportunities for Spiritual, Moral, Social and Cultural enrichment

Our curriculum drivers are:

- ✓ Our **'Switched On to Learning'** (See Appendix 1) underpins positive attitudes necessary to build resilience and courage to undertake challenges, in learning but also in everyday life.
- ✓ Our Vision: **'As each one does their part, we grow in love'** (*Ephesians 4:16*). We aim to develop the belief that working together encourages growth, that we can use our strengths to help others and, in turn, receive help when we need it.
- ✓ Our Values: **Perseverance, Courage, Compassion, Justice, Respect, Forgiveness, Trust, Selflessness** underpin our actions in school and in our communities.
- ✓ Our Motto: **Celebrate, Believe, Aspire** - We want all our children to aspire and to live their lives to the full. We understand that we need to broaden their horizons through rich experiences of the world. We provide a supportive environment in which to nurture their interests and self-belief in order for each individual to have opportunities to celebrate.
- ✓ **Equity and accessibility for all:** We wholeheartedly embrace all additional needs and disadvantaged beginnings and encourage understanding and inclusion as well as celebrate diversity. We support and enable all children to be confident and equipped for life's journey, thereby ensuring every child works towards fulfilling their potential.

We aim to ensure all pupils enjoy learning and feel prepared for life after school. We also to offer our pupils new and exciting experiences through themed days, outdoor learning days and extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum includes learning around good mental health and strategies to support ourselves in maintaining a positive mindset, recognising our emotions and what we can do to help ourselves.

Our curriculum takes account of the needs of children with SEND and is delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below. Our curriculum is intended to support children with varying forms of disadvantaged beginnings, to develop cultural capital and experiences as well as aim for positive educational outcomes.

Each curriculum subject has a 'Subject Leader' who has an overview of planning for that area of learning across the school. Each Subject Leader has considered how skills, knowledge, concepts and vocabulary, connect and build over time in their subject, so we have a coherent, progressive and cohesive curriculum. Children need lots of repetition in order to cement knowledge and skills into long-term memory. All children will have opportunities for repetition as they progress through the different key stages in order that essential knowledge and skills move into the long-term memory rather than short term, working memory.

Each subject lead, in collaboration with discussions, has identified the most important concepts that pupils should learn in each year group. These concepts build progressively through identifying small progressive steps, across the year group or key stage.

Planning starts with the requirements for that subject and then links are made between subjects to allow cross-curricular links to deepen engagement and understanding. In delivering the curriculum, we aim to remove any barriers (including misconceptions) in order that all children can make progress. We take a

growth mindset approach to learning as we want all children to be resilient when challenged and have a 'Switched On' attitude - making mistakes is an important part of the journey to success.

School Curriculum Planning Overview

School Context	Vision	As each one does their part, we grow in love. (Ephesians 16 v4)							
	Values	Perseverance	Courage	Compassion	Justice	Respect	Forgiveness	Trust	Selflessness
	Motto	Celebrate			Believe			Aspire	
	Curriculum Rationale	High quality books promote a love of reading and expose every learner to higher level texts		The curriculum considers our physical location and history, and an intent to explore diverse cultural and faith links		An unrelenting focus on embedding identified key knowledge and skills. Frequent opportunities for rehearsal to allow access to the full curriculum using transferable skills and knowledge		Language rich environments provide challenge and equity for all learners	
Intent	Curriculum Vision	Enable all pupils to understand that they are all successful learners.	Enable pupils to understand the skills and attributes needed to be a successful learner through 'Switched On to Learning'	Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school and acquire a solid basis for lifelong learning	Teach pupils the basic skills of literacy and numeracy.	Enable pupils to be creative through the arts.	Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle, physically and mentally.	Teach pupils about their developing world, including how their environment and society have changed over time and how to look after the world they live in.	Help pupils understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
		Teach pupils to have an awareness of their own spiritual development, the importance of reflection time and to understand the difference between making right and wrong choices.	Help pupils understand the importance of truth, equity, respect and fairness, so that they grow up committed to equal opportunities for all.	Enable pupils to have respect for themselves and positive self-esteem, and to be able to live and work co-operatively with others.	Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.	Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.	Enable pupils to experience playing a musical instrument (Y4 focus).	Teach pupils about the importance of forming healthy relationships with friends, family and peers.	
Implementation	Teaching Foundations	Spiritual, Moral, Social and Cultural vision at the core		High quality feedback and questioning	Quality First Teach	Inclusion	Sequencing and clear key learning	Aspirational, inclusive expectations for learning & behaviour	
	Switched On	Stick at It	Work as a Team	Independence	Think Hard	Citizenship	Hard Working	On Task	

Curriculum Organisation	English	Maths	Science	RE	PSHE (RHSE)	History	Geography	Art	DT	Music	PE	Computing	French
	Core Subjects					Foundation Subjects							
	Enrichment	Sports events	Outdoor Learning	Community Learning/Visits/Visitors	Church/Faith Links/Visits/Visitors	Personal Development Eg. First Aid, Mental Health, Residential, clubs	Cultural Eg. Museums, Galleries, Sculpture parks, Theatre, Dance			Curriculum Enrichment Experts, Off site visits			
	Recognition	Values		Switched On	Writing Awards	Community Thanks	Behaviour and Attitudes		Attendance				
	Assessment	Regular low stakes testing		Termly summative assessments		Ongoing formative assessments		Pupil conferencing		Daily feedback			
Impact	Standards	Quality of Education <i>Learners make progress inline with or better than National expectations. They are given a wide range of learning opportunities which allow them to know more and do more.</i>				Behaviour & Attitudes <i>Learners approach all challenges and new learning with a positive confidence. They are able to ask questions with conviction and answer questions respectfully.</i>				Personal Development <i>Learners are given the tools to: seek self-improvement, be self-motivated; be analytical; be empathetic; appreciate others and take pride in their learning.</i>			
Evaluation	Regular Review	High Quality Outcomes <i>Learning has led to purposeful outcome or product evident in books and in low stakes testing</i>		Innovation <i>Learning is reviewed in light of current thinking and recent research</i>		Regular communication <i>Learning is reviewed with all stakeholders in professional discussions and meetings</i>		Opening Up Practice <i>Learning is open and teachers learn and adjust practice in light of what they see/research</i>		Improving and Changing <i>Learning is reviewed, improved or changed in light of outcomes and expectations.</i>			
	Monitoring	Work / Book Look		Data Outcomes		Pupil Voice		Teaching and Learning Observations		Curriculum Evaluations			

2. Our Curriculum Intent

The overall aims of our Key Curriculum are to:

- ✓ Enable **all** pupils to understand that they are successful learners.
- ✓ Enable pupils to understand the skills and attributes needed to be a successful learner through 'Switched On to Learning'
- ✓ Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- ✓ Teach pupils the basic skills of literacy and numeracy.
- ✓ Enable pupils to be creative through the arts.
- ✓ Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle, physically and mentally.
- ✓ Teach pupils about their developing world, including how their environment and society have changed over time and how to look after the world in which they live.
- ✓ Help pupils understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- ✓ Teach pupils to have an awareness of their own spiritual development, the importance of reflection time and to understand the difference between making right and wrong choices.
- ✓ Help pupils understand the importance of truth, equity, respect and fairness so that they grow up committed to equal opportunities for all.
- ✓ Enable pupils to have respect for themselves and positive self-esteem and to be able to live and work co-operatively with others.
- ✓ Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- ✓ Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- ✓ Enable pupils to experience playing a musical instrument (Y4 focus).
- ✓ Teach pupils about the importance of forming healthy relationships with friends, family and peers.

3. Implementation: Organisation and planning

We aim to identify knowledge pupils need to achieve (key learning) and give children multiple exposures to this key learning so that it is retained by all children.

Knowledge organisers accompany each unit of learning which allow opportunities to embed the key learning through lesson activities and regular retrieval practice aim to ensure that the learning is secured in children's long-term memory.

Retrieval practice is part of the working memory model. When pupils recall information from their long-term memory into their working memory, they get better at retrieving that information. Next time they need to recall it, they will find it easier. It also helps prevent cognitive overload for pupils.

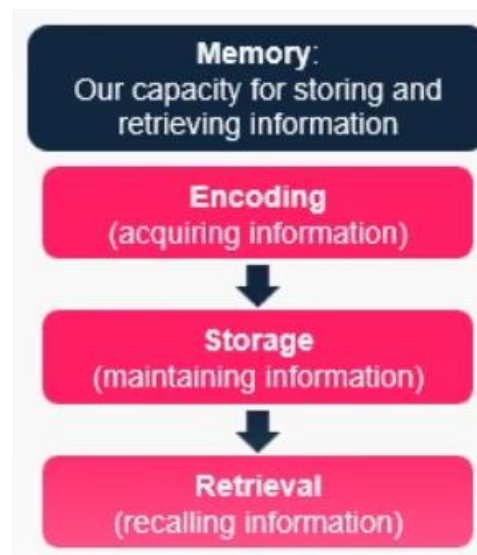
To facilitate the embedding of key learning for all pupils, we adopt a variety of structures and techniques in lessons including: revision and recapping of prior and key learning, setting out the objectives for today's lesson, main teaching event and summarising what has been learned. Review, present information in small steps, check understanding, use modelling, guided practice, independent practice, review learning.

Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic and we employ a range of high impact teaching strategies, including Bloom's Taxonomy and Rosenshine's Principles.

Other high impact teaching strategies include:

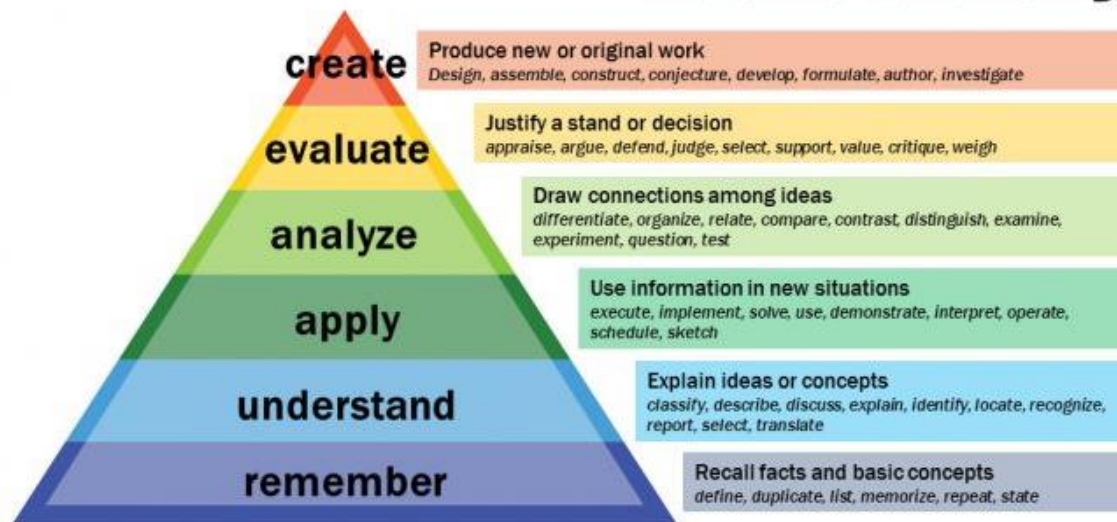
- ✓ Explicit teaching (with models and checking pupils' understanding)
- ✓ Asking questions (effective questioning supports ongoing assessment and helps teachers to plan for future teaching and learning experiences)
- ✓ Goal setting (with clear learning intentions and success criteria)
- ✓ Modelled examples (worked through with children showing the small steps required to complete task or solve problem that the child will then be able to use independently)
- ✓ Well-structured lessons (reinforcing routine, scaffolding learning, linking lessons and keeping children engaged in learning)
- ✓ Differentiation (adjusting content, process and/or end specifications according to children's needs so that all students can be successful learners)
- ✓ Collaborative or small group learning (allowing for active participants and peer learning)
- ✓ Metacognitive strategies (techniques to help children develop an awareness of their thinking processes as they learn)
- ✓ Multiple exposures (multiple opportunities to encounter, engage with, discuss and explain in their own words new knowledge and skills)
- ✓ Pre / Post teaching opportunities

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each unit of learning plays a part in everyday

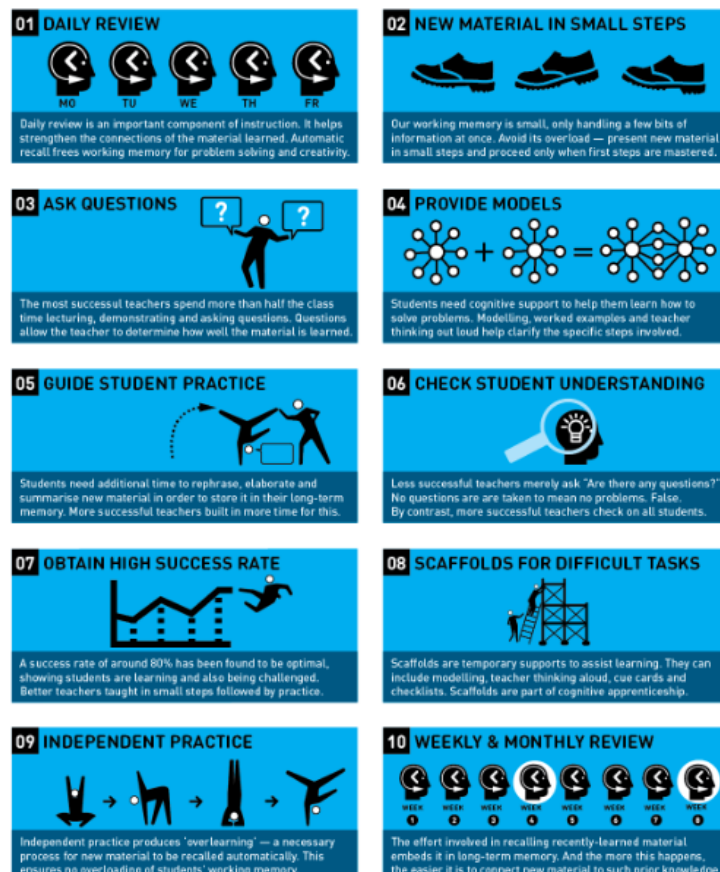


life, helps to build a web of interconnected knowledge and skills on which to draw. Through our Quality First Teach, our classroom teaching also includes flexible one-to-one and small group pre/post teach for pupils who require additional support.

Bloom's Taxonomy



Rosenshine's Principles



- 1. Begin a lesson with a short review of previous learning** - reviewing previously learned material strengthen the connections between pieces of knowledge.
- 2. Present new material in small steps followed by student practice** - there is only so much novel information we can process at one time. If you ask pupils to do too much at the same time, you are overloading their working memory.
- 3. Ask questions and check answers** – to learn something, pupils need to practice it. Every time pupils answer a question or solve a problem, they retrieve that information, memory for that information becomes stronger and more last-longing. The more variety of question types, the better.
- 4. Use models** - concrete examples and models are a good strategy to introduce a new concept. Explicit and detailed explanations and instructions are also recommended.
- 5. Guide practice** - Rosenshine recommends that teachers stimulate pupils to rephrase, elaborate and summarise new material. We aim to spend more time asking questions, checking for understanding, correcting errors and guiding students when working out problems.
- 6. Check for understanding** - constant checking is **important to catch misconceptions** before they harm learning. It also helps teachers notice if parts of the content need reteaching. Rosenshine suggests that teachers ask direct questions, instead of asking pupils if they have questions and assuming that silence means a full understanding of the topic.
- 7. Obtain a high success rate** - this principle relates to making sure all pupils have mastered the current set of lessons before moving on to the next one. It involves checking for misconceptions and asking questions.
- 8. Provide scaffolds in difficult tasks** - when pupils are completing a hard task, it is important that teachers provide temporary instructional support. These scaffolds are also important to allow SEND children to access the learning.
- 9. Stimulate and monitor independent practice** - independent practice should be used after guided practice. That is, when pupils are already very competent in a topic, they can practice independently in order to become fluent and retrieve information automatically. Rosenshine calls this process “overlearning”.
- 10. Conduct weekly and monthly reviews** - similar to Principle 1, Rosenshine advocates for a frequent review of previously learned material in order to help students reconsolidate information and create stronger connections. We have built in regular ‘Key Learning’ recap and revision sessions into our planning.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons and will find ‘ways in’ and provide scaffolding for pupils with SEND and others who need it.

Short-term planning will be explicitly linked to medium term key learning and used to identify any possible difficulties within the curriculum to facilitate the breaking down of barriers to learning. Any difficulties or misconceptions identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

Teaching sessions will have opportunity for feedback and assessment to understand whether there are misconceptions that need addressing at the earliest opportunity or further support needed. Occasionally objectives will need breaking down into smaller steps to be achieved. Teachers will also be mindful of the need to provide additional activities to provide deeper learning, as well as opportunities to recall the key learning.

4. Subjects covered

The school will have due regard to the National Curriculum and the 'Statutory Framework for the Early Years Foundation Stage' at all times throughout the academic year.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- RE
- PSHE and Relationships and Health education (including sex education)

The school will ensure pupils also have access to the following foundation subjects:

- Art and Design
- Computing
- Design and Technology
- French (at KS2)
- Geography
- History
- Music
- PE (including Swimming at KS2)

Details of what is included in the curriculum for each subject can be found in the curriculum tab on the school website.

5. Spiritual, Moral, Social and Cultural development (SMSC)

At Pimperne Primary, our commitment to meet the Spiritual, Moral, Social and Cultural development needs of our children is inherent in every aspect of our school life. We are values-led and keen to promote understanding of ourselves, others and the world around us, also mindful of promoting British Values. Our school values are [perseverance](#), [courage](#), [compassion](#), [justice](#), [respect](#), [forgiveness](#), [trust](#) and [selflessness](#).

As our Vision, taken from Ephesians 4:16, is about more than academic learning, we also create opportunities across the curriculum for children to experience Spiritual, Moral, Social and Cultural development. At Pimperne Primary we see SMSC development as being central to the education of all children and, as such, it permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

SPIRITUALITY

Pimperne CE VC Primary School is a place where Spirituality is nurtured. Spirituality is a lifelong journey, inspired by moments of awe and wonder and in which we strive for harmony with ourselves and others, to achieve a positive direction and purpose in the world.

Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

The school's spiritual development provision enables pupils to:

- Be reflective about their beliefs, religious or otherwise, and their perspective on life.
- Have knowledge of, and respect for, different people's faiths, feelings and values.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use imagination and creativity in their learning.
- Develop willingness to reflect on their experiences.

Moral development relates particularly to developing knowledge and understanding of right and wrong, making choices in the way we act/behave. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. They learn by example and by practising through role-play, story and group activities. Our school rules and our values are integral to the teaching and learning in this area.

Moral

Moral development relates particularly to developing knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. They learn by example and by practising through role-play, story and group activities.

The school's moral development provision enables pupils to:

- Recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
- Understand the consequences of their behaviour and actions.
- Develop an interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues

Social development relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends, respecting 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 is also developed. For many young children, this is learned at differing times and relies heavily on modelling the positive interactions and relationships at home and at school.

Social

Social development relates to the development of knowledge and understanding and the acquisition of skills in 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 is also developed.

The school's social development provision enables pupils to:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.
- Participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs.
- Develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

Cultural development is concerned with 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.

CULTURAL

Cultural development is concerned with 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.

The school's cultural development provision enables pupils to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Participate in, and respond positively to, artistic, sporting and cultural opportunities.
- Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understand, accept, respect, and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Pupils are provided with what they need to participate in the life within diverse communities.

6. Personal Development

Personal development is both a subject and a school ethos. It is reflected across our school, through our school motto of Celebrate, Believe, Aspire and in our very foundations 'As each one does their part, we grow in love'. We know that every child is unique and has so much to offer. We want each child to leave our school feeling confident, unique and proud, equipped with life skills taught through our 'Switched On' approach.

Our aim is to teach children, through explicit sessions and collective Worship, how to navigate through life safely, happily and healthily. Children are growing up in a world that is constantly changing and it is the duty of all the staff, in partnership with our families, to teach the children transferable life skills. We teach children about the world around them, relationships, emotions, reproduction and health. We consistently promote the British values and our school values.

Personal Development is taught (implicitly and explicitly) through a wide range of ways throughout the children's school lives. For example:

- ✓ PSHE sessions following our Scheme of Work
- ✓ It is taught with cross-curricular links in other lessons, such as English, physical education and religious education

- ✓ Staff members consistently model how to be a good citizen and uphold the school values
- ✓ Solving, with support and teaching, our own relationship problems
- ✓ Collective Worship (whole school and visitors)
- ✓ Annual First Aid Training Day to learn basic first aid
- ✓ Upper / Lower KS2 Roles and Responsibilities (by application form)
- ✓ Specialist staff working with individuals and groups
- ✓ E-Safety lessons in computing and group assemblies
- ✓ Celebrating positive learning attributes with weekly 'recognition'
- ✓ An array of before and after school clubs
- ✓ Well thought through transitions throughout the school and beyond
- ✓ Focusing on mental, emotional and physical health
- ✓ Pupil Voice groups eg School Council / Eco-Council, Leading Lights
- ✓ Celebrating different languages, cultures and religions
- ✓ Outdoor/Offsite activities

Believing that we are all unique and with the ability to offer such a diverse range of skills and talents, we aim to support our pupils to develop their interests, resilience and life skills outside of the school.

We continue to ensure our children in Year 5 and Year 6 have the opportunity to learn away from home, embarking on a residential visit. As a school, we are passionate that personal development comes from knowing ourselves and being given opportunities to be (safely) independent.

The primary purpose of our Fairthorne Residential is to build personal development in order that our children confidently move forward knowing that they have the resilience to learn from mistakes and persevere. We also focus heavily on PSHE and relationships, team building and the development of leaders and positive thinking with the intended outcomes from the residential being:

- ✓ Living away from home
- ✓ Teamwork
- ✓ Taking part in adventurous activities and overcoming fears
- ✓ Solving our own relationship problems

We do this through outdoor and adventurous activities: Abseiling, Camping, Canoeing, Rafting or improvised rafting, Shooting, Archery and a multitude of other activities.

Additionally, we do this through sport and physical activity, having supported pupils to pursue their love of equestrian sports, gymnastics and team games such as netball, on a National level.

We look to nurture the existing interests of our pupils beyond the classroom through local, regional or national opportunities, working with agencies or partnerships to add to the personal development of children whatever their situation.

[See Appendix 2](#)

7. Reporting and assessment

The school will have due regard for the Assessment Policy at all times when planning and implementing the curriculum.

8. Equal opportunities

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school's curriculum will celebrate diversity and the Governors and headteacher have a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

9. Inclusion

Supporting pupils with SEND - Following recommendations from national educational research, we have an ambitious curriculum for all and every subject lead has taken account of the design of their curriculum and has high expectations of what pupils with SEND can achieve. The curriculum is not unnecessarily diluted for pupils with SEND, and our key learning offer is our aim for all our pupils.

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy. Pupils with SEND will have access to pre-teach and post-teach sessions to work on units covered in lessons to ensure they are able to access and retain key learning. Sometimes pupils with more complex needs, will need a highly personalised curriculum in one or more subjects, however our intention is that we remain ambitious for all pupils.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum. Every pupil is different and therefore we tailor our provisions to the strengths of our pupils in order to give the best chances of success. It is likely that the subject curriculum will be broken down into manageable chunks, sequenced in a coherent manner to enable pupils to build on prior learning.

We are fully aware to be mindful of cognitive overload, for all pupils, but especially pupils with SEND. We understand that the working memory needs to focus on specific outcomes and our lessons in all subjects aim to deliver manageable outcomes. We aim to build automaticity into essential elements of each curriculum in order that this reduces the load on working memory.

The progress of pupils with SEND will be monitored by teachers SENDCO, who will work closely with teachers to help them break down any barriers pupils with SEND have to education.

Our inclusive approach will benefit all pupils including currently identified groups such as disadvantaged pupils, pupils with EAL, pupils with prior low attainment and more able pupils.

10. Remote learning

Attendance at school is mandatory for all pupils; however, there may be extreme circumstances where in-person attendance is either not possible or contrary to government guidance. The school's Remote Education Policy sets out how education will be delivered if pupils cannot attend school in person.

11. Impact: Monitoring and review

Monitoring the Core and Foundation Subjects through Subject Leadership

Each area of the curriculum has a member of staff who will take the lead for that subject. Over the course of each year they will be responsible for:

- Ensuring fidelity to the planned curriculum
- Checking all pupils are accessing and achieving
- Monitoring revisits and recall to prior key learning throughout the year
- Improving the quality of teaching and learning within that subject, sharing good practice
- Monitoring teaching and coaching colleagues
- Tracking children's progress in Key Learning across year groups
- Ensuring children are challenged and supported across the subject
- Helping staff to identify personal development needs
- Keeping the Headteacher/Governors informed of changes within the subject area
- Ensuring assessment is accurate and useful, comparing to National expectations
- Supporting staff in the successful implementation of this subject across the school, looking for and promoting to staff the opportunities that arise to develop the use of the subject
- Remaining informed as a subject leader, through quality subject groups, associations
- Leading staff meetings, enabling the sharing of ideas with colleagues
- Linking with other subject areas
- The acquisition of key resources and to enable the Senior Leadership Team to prioritise financial resources
- Evaluating and reviewing the strengths and improvements needed in the subject area
- Review subject plans annually including the richness of pupils' experiences in practice
- Review the impact of the subject curriculum on the pupils' knowledge, skills and understanding
- Monitor the impact of the curriculum on whether learners are making progress in line with, or better than national expectation.
- Monitor the impact on personal development of pupils eg self-motivation, resilience, empathy, pride
- Monitor the impact on Behaviour and Attitudes of pupils eg positivity, curious, safe,

This policy is reviewed annually by the headteacher. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is **October 2024**

Appendix 1 – ‘Switched On’



'As each one does their part, we grow in love'
Ephesians 4 vs.16



Pimperne CE VC Primary School

‘Why do we need Switched On’?

In September 2017, Pimperne CE VC Primary School launched our ‘Do I Switch On To Learning?’ project because our staff truly believe that we need to not just teach our children but equip them with the values and attitudes they need to live successful and happy lives.

Rationale: Over the last few years, we have seen a significant shift in the needs of our children and, in some cases, their families too. More and more children need support to face challenges, whether these be the learning kind, the social kind or the life kind. Children between the ages of 4 and 11 have floundered when faced with ‘no’, ‘that’s not right’, ‘try again’, ‘work this out’. We, as a staff of professionals, have noticed and so have many of our parents, that our children are not equipped well enough for today’s life – therefore, we now seek to develop both emotional resilience and learning resilience in the same quantities.

Nationally, we are aware of the staggering need for early intervention in helping children to help themselves, to rebuild well-being and support good mental health. Some of this need has occurred here at our school. Our aim, therefore, is to build our school and our curriculum around a firm base of skills, values and qualities that we believe will last our children their whole life’s journey.

Why is it becoming harder for children to bounce back after set backs?

Research into this area states that our society thinks that young people:

- Need constant protection
- Shouldn’t take risks
- Can’t handle responsibility
- Aren’t capable thinkers
- Can’t be independent
- Shouldn’t have any negative experiences
- Are not able to behave well socially as they believe they are the only important one
- Aren’t able to achieve more than their parents
- Are pigeon-holed into accepting a pre-determined future

... but research shows, quite simply, that treating young people like infants makes them behave like infants!

The premise of Pimperne Primary School’s ‘Switched On’ vision is that every child takes responsibility for themselves. They will not have things done for them or to them. They will need to take account of their

actions and attitudes, their behaviours and their values. It underpins our whole ethos. It will be modelled by our staff and, in time, we hope our families.

As a whole school staff, we will commit to making every effort in supporting our children, fuelling their interests, creating doors of possibility and believing in finding opportunities for every single child to potentially earn success. We do believe every child is unique, we do believe every child should experience success and we also believe that every child needs to make the effort to want to achieve themselves. As teachers, we are supporting learners to take control of their own learning and transfer skills across subjects and across domains, between home and school.

How can our Vision work?

It is our belief that qualities can change and that we can develop our intelligence and abilities. Recently, as a staff, we have learned much about 'growth mindsets'. We have asked ourselves is it better to consider intelligence or learned knowledge a priority (learning it parrot fashion) as this is sure to create its own ceiling eventually. Essentially, this 'fixed mindset' is about performance – what you can show you know (great for SATs and answering questions but not for learning and life). A 'growth mindset' is the understanding that personal qualities and abilities can change. It leads people to take on challenges, persevere in the face of setbacks, and become more effective learners.

'Growth mindset' focuses on the ways in which you learn, the capacity that you show for learning regardless of your ability. For example, persistence, questioning, open to challenge, using failure (First Attempt In Learning) as a tool and try again and the building of resilience.

A 'growth mindset', although seemingly the one to which we would all aspire, is not the default setting in children or adults. At Pimperne Primary, we would like to challenge this. Our aim is to instil the 'Switched On' approach into our children's mindsets, so that they are never afraid to try, never worried about failing, but set out believing in themselves, to not give up at the first sign of difficulty.

We want our children to have 'bounce-back ability'. We want them to be able to cope with negative experiences, adversity, failure, hardship and setbacks. We want more than that too; we want them to be able to carry on, to flourish and to find self-propelled success. We see our role as one set to challenge our children, create opportunities to learn the values and attitudes they need and to support them in their learning, facilitating their choices and providing a safe environment where children can learn to fail and try again.

Appendix 2 – Personal Development

Personal Development

Personal Development – External Opportunities

In 2022-23, we supported a pupil to take on additional learning for future development, by working with The Prince's trust.

The Prince's Trust believes that every young person should have the chance to succeed, no matter what their background or the challenges they are facing. We help those from disadvantaged communities and those facing the greatest adversity by supporting them to build the confidence and skills to live, learn and earn.

The courses offered by The Trust help young people aged 11-30 to develop essential life skills, get ready for work and access job opportunities. We support them to find work because having a job or running a business can lead to a more stable, fulfilling life.



Prince's Trust

In 2021-22 and 2022-23, we engaged in working alongside Bold Voices, giving children in Years 5 and 6 the optional opportunity to work with peers and students from The Blandford School and Bryanston School. Bold Voices was founded on the belief that all young people have the right to receive an education free from gender inequality and gender-based violence, empowering young people to recognise and tackle these inequalities.



BOLD VOICES

Since 2018, we have established a group of Sports Ambassadors, who promote physical activity across the school and lead new initiatives to promote activity and 'giving something a go'. These Ambassadors receive full training in their role by our external sports partnerships. The Primary Leadership Academies provide high quality support, training and development for primary age pupils to become Bronze Young Ambassadors and develop and grow young people as leaders and volunteers. These pupils are then continually supported by our PE lead to develop their ideas.



Opportunities for Volunteering

We aim to encourage our pupils to want to help others and make our community a better place. A contribution to this is through our school volunteering programme.

We have a number of in-school volunteering roles:

Online Safety Ambassadors - promoting online safety

Sports Ambassadors - providing support for sporting events and PE lessons and demonstrating sport skills, encouraging physical activities and 'giving it a go'.

Playground Leaders - providing support to other pupils on the playground and organising games

Collective worship Team - setting up the hall for assemblies

Librarians - booking library books in and out and keeping the library tidy

School Council - meeting to discuss improvements in school and charity opportunities

Lunchtime Hall Team - helping to set up tables for lunch, ensuring there are water jugs etc.

Leading Lights – supporting collective worship

Learning Leads - helping within the classroom if pupils need help or helping the teacher

Eco-Council - helping to promote environmental issues and sustainability, arranging a litter picking rota and organising recycling

House Captains - leading their house during house events, leading tours for new families or visitors, supporting open days, leading some Collective Worship.

Organised Volunteering Opportunities - from time to time, we also provide opportunities for pupils to volunteer as a year group. Year 5 have worked with local businesses to improve our school grounds by building raised beds for vegetables and herbs that we offer to our community. Our EYFS and Year 1 children volunteer to help take messages around the school. These opportunities allow our pupils to develop an understanding to how to support the wider community.

Appendix 3 – Curriculum Glossary



CURRICULUM GLOSSARY



Subject Progression Plans – these map individual subjects ‘**Key Learning**’ (highlighted in **BOLD**) across the year groups. These are long term yearly plans.

Key Learning – this is the absolute ‘must have’ essential skill/knowledge that every child in each year group must be able to do/recall at the end of the year. This, will also form part of the recovery curriculum.

Learning component – anything pupils will learn or recall during the year as a building block to get to this ‘Key Learning’ (all key learning must appear somewhere in the topic as a lesson objective).

Small Steps – any steps to reaching the lesson objective (development of ideas in the lesson, rather than activities).

Stepping Stones – a further breakdown of the ‘Small Steps’.

Ways in – adaptations made to lesson activities to ensure all pupils (including those with SEND) can access the lesson objective.

Scaffolding – strategies and support given to individual children to increase their independence and self-help in learning.

Take Away – what the pupil must leave the individual session knowing, or being able to do, that they could not do before (skills and/or knowledge). All key learning must appear somewhere in the topic as a lesson objective.

Automaticity in Learning – very small elements of **Key Learning** that need to be automatic

Cornerstones – a resource for teaching staff to inspire a creative approach to cross-curricular topic-led learning.

Knowledge Organiser – a resource which is shared with parents that contains key facts and information that children need in order to have a basic knowledge and understanding of a topic. It encourages deeper understanding around Key Learning and offers opportunities for parental engagement with children. It also supports the Key Vocabulary that is to be discussed to increase understanding around the topic.

Topic – half termly chunks of learning. Curriculum aspects pulled together inspire the children and to make links in learning across subjects and / or build on prior knowledge. Some subjects will be taught

discretely (ie RE, PHSE, PE) but, when relevant, these subjects will also be integrated within our class termly topics.

Key Vocabulary – each half term topic will have important vocabulary to share and discuss. This is shared with parents via the knowledge organiser / half termly class letter as well as being displayed in the classroom and used as a reference point.

Subject Lead – the staff member responsible for the overview of the subject across the school.

Themes – the different threads in a subject that form the main skills and knowledge areas in that subject, eg in Art – drawing, or in History – monarchy.

Hierarchical Learning – learned in a specific necessary order, eg phonics

Cumulative Learning – Where we revisit ‘concepts’ in order to deepen children’s understanding, eg invasion (History)

Fluency – this needs ‘automaticity’ but also accuracy, eg reading