Palmers Cross Primary School
Wider Curriculum Policy

Policy created / reviewed by:	Miss E Foster
Approved by:	Mrs L Dollery
Approved on:	September 2020
Next Review due:	September 2021

This policy sets out Palmers Cross Primary School's approach to the wider curriculum – the foundation subjects, which are listed below. Please see our English, Maths and Science policies for more information on how we teach the core subjects.

Contents:

Context

Palmers Cross Primary school is a small, friendly Primary school located on the Wolverhampton and Staffordshire boarder in Tettenhall. It is a one form entry school with 215 pupils on roll at present. Approximately half of pupils are White British. Approximately one fifth of pupils speak English as an additional language. The proportion of disadvantaged pupils is above the national average. The proportion of pupils at the school with SEND is above the national average. The school has a speech and language resource base with capacity for ten pupils with complex needs.

Type of school: Primary

School category: Multi Academy Trust

Age range of pupils: 3-11

Gender of pupils: Mixed

Number on roll: 238

Palmers Cross Primary School - Our Shared Vision:

Palmers Cross Primary is a school where all learners are happy, in an environment based on trust and support. We will settle for nothing less than excellence in our drive for achievement wherever this can be found.

Pupils:

- Are happy and secure in school and in their learning.
- Feel valued and develop as independent learners.
- Behave well, are respectful and polite and take responsibility for their actions.
- Enjoy their learning and are well motivated to fully achieve their potential whatever their background and ability.
- Are kind and caring towards each other, taking pride in their own heritage and cultural tradition whilst being understanding and tolerant of others.
- Become technologically confident and cope in an increasingly sophisticated world.
- Are hardworking and well-motivated looking at ways to improve their own performance.
- Develop their self-esteem and take pleasure in the success of others.

Intent

To plan and deliver an ambitious, broad and balanced curriculum that engages all learners to ensure excellent progress and outcomes. The curriculum is designed to provide all learners with the knowledge and cultural capital that they need to succeed in life. Following our progression documents, learning is planned and sequenced to ensure new knowledge and skills build on what has been taught before in order to achieve end of year and key stage outcomes. Teachers have the freedom and flexibility to deliver these objectives through a thematic curriculum which encourages creativity, engagement and allows links to be made between subjects in order to deepen understanding. Learning is designed to suit the needs of all pupils, especially disadvantaged and SEND, ensuring all children become successful learners. Children will leave Palmers Cross with an in-depth understanding of subjects, rooted in the national curriculum, enhanced through a range of learning experiences including trips, visitors and exciting learning experiences.

Implementation

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#).

It also reflects the requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practise 2015](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the [Department for Education Governance Handbook](#).

Thematic curriculum

Computing, Geography, History, Art, Design and Technology and Music are delivered through the thematic curriculum. This allows skills from a variety of subjects to be taught through a common theme, designed to be engaging and challenging and encouraging children to be curious about the world around them. Through the thematic curriculum, clear links can be made between skills from different subjects, developing deeper understanding and embedding key skills. Thematic lessons encourage pupils to be resilient and ambitious, using their initiative to be independent learners.

PSHE, PE, RE and MFL are taught discretely, however links are made between subjects wherever possible.

Planning Teaching and Learning

Teachers will plan varied and suitably challenging activities in line with the National Curriculum. In the Foundation stage, the wider curriculum is taught through Physical Development; Personal, Social and Emotional Development; Understanding the World; and Expressive Arts and Design.

For subjects taught through the Thematic Curriculum, year group teams initially create a topic web of ideas based on that term's theme. These ideas are then linked to their year group's progression in skills document and a sequence of lessons is planned out. Lessons may be 'blocked' over a few days or weeks to suit the learning.

Lessons outside of the Thematic curriculum are planned out in Medium Term Plans which teachers use to plan sequences of progressive lessons.

Planning expectations are detailed in the Teaching and Learning Policy.

See our EYFS policy for information on how our early years curriculum is delivered.

Inclusion

All children are presented with the opportunity to experience success, regardless of race, ethnicity, gender, ability or disability. Pupils are expected to produce work to the best of their ability and learning opportunities are tailored to match the needs of all pupils.

Teachers set high expectations for all pupils, using assessment information to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Further information can be found in our SEND policy.

British Values

At Palmers Cross we recognise the importance of teaching British values in line with the definitions identified in the 'Prevent Strategy Values' 2011.

Health and Safety

Staff at Palmers Cross work in accordance with Health and Safety Guidelines; more information can be found in the Health and Safety Policy. Health and safety has been considered for all subjects and risk assessments can be found in the Health and Safety folder in the main office. All trips and visits will follow organisational procedures. See Our Educational Visits policy for more information.

With any practical activity there can be an element of risk. To minimise this:

- Children should be taught to manage their environment to ensure the health and safety of themselves and others
- Materials/equipment should be stored in a safe and appropriate area of the classroom.
- All children must be taught how to use materials and tools correctly and safely
- Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions
- Children should be strictly supervised in their use of equipment at all times.
- Teachers should make sure children are aware of the need to maintain tools carefully and to return them to the correct location.
- Any cutting tools should only be used under adult supervision.
- Glass containers should not be used for water to prevent any unnecessary hazards.
- If any spillages occur they must be cleared immediately to prevent the possibility of children slipping.
- All of the basic art equipment to be found in classrooms is non-toxic.
- Any new materials to be used should be checked by the class teacher prior to use within the classroom.

Impact

Assessment, Reporting and Recording

Teachers regularly assess pupils' achievement of learning objectives through observation and marking of work. Feedback is given verbally and also recorded in books in line with our Marking Policy. Planning will be annotated with reference to children's acquisition of knowledge and development of skills.

Progression documents and ARE statements are used by teachers to assess pupils' achievement every half term. Assessment is completed for one representative pupil from each ability group in the class. Objectives are dated and ability groups are awarded Beginning (B), Developing (D) or Secure (S) for each objective covered. At the end of the year, teachers use this information to give a formal end of year assessment for each individual child in their class. Pupils working below the level of the year group are awarded WTS. For further information, please see the Assessment Policy.

Pupil achievement is shared with parents through consultation evenings and in pupils' end of year reports.

Assessment information is used by class teachers to ensure that future planning matches the needs of pupils. This information is then passed up to the next year group to support planning.

It is also used by the subject leader, alongside other monitoring information, to identify effective teaching and learning and any next steps.

Subject leaders are responsible for ensuring teaching and learning in their subject is of the highest quality. They will write an action plan which states the overall objective and targets for their subject alongside actions to achieve this. The impact of teaching and learning in their subject will be monitored and further actions planned to address any next steps.

Monitoring may include:
- Book trawls
- Monitoring of planning
- Lesson observations
- Pupil conversations
- Surveys of the learning environment including displays
- Scrutiny of assessment data
- Staff questionnaires

The role of the Subject Leader

- Provide leadership and direction for a specified subject area; leading and coordinating the teaching and learning of the subject.
- Contribute to the school's programme of monitoring and evaluation of learning and teaching and standards attained by pupils within the specified subject
- Support and observe the teaching of the specified subject across the school encouraging the evaluation and sharing of good practice
- Monitor Teacher Assessment data within specified subject on a regular basis providing support for teachers

- Lead the analysis of appropriate data; creating reports and action plans for a range of audiences; SLT, Governors, School Improvement Advisor etc….
- Lead and manage the schools response to CPD for the specified subject
- Alongside SLT establish resource priorities and monitor the effectiveness of resource usage and spending
- Have total support of the school aims and ethos and the leadership drive to ensure them.
- Act as a role model for others through the setting of high personal standards of classroom practice. These to include the development of an effective learning environment that fosters high standards of achievement and behaviour.
- Undertake any other duties or responsibilities which may be reasonably regarded as within the nature of the post or determined by the Headteacher

Subject leader responsibilities:

Computing	Charlotte Hancock
Geography	Charlotte Priest
History	Emma Biffin
Art	Ellie Taylor
Design and Technology	Ellie Taylor
Music	Abbie Lewis
Modern Foreign Languages	Abbie Lewis
Physical Education	Leah Harper
Religious Education	Emma Biffin
Personal, Social, Health and Economic education	Charlotte Hancock

Documents to be read in conjunction with this policy:

National Curriculum 2014
Teaching and Learning policy
School marking policy
Assessment cycle
Year group progression documents
Subject progression documents
School risk assessments
British Values statement
Health and safety policy
Educational visits policy
Relationship Education policy
SEND policy

Computing

Intent	Implementation	Impact
A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. The National Curriculum for Computing aims to ensure that all pupils: • Can understand and apply the fundamental principles of computer science, including abstraction, logic, algorithms and data representation • Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. • Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems • Are responsible, competent, confident and creative users of information and communication technology. Additionally, we aim to: • Respond to new developments in technology. • Equip pupils with the confidence and skills to use digital tools and technologies throughout their lives. • Enhance and enrich learning in other areas of the curriculum using technology. • Develop the understanding of how to use computers and digital tools safely and responsibly.	In EYFS, Computing is taught through Understanding of the World. Computing is taught through our thematic curriculum, and teachers link computing lessons to the year group theme wherever possible to provide a clear context and purpose for the learning taking place. Lessons are taught using a variety of resources, including: • Desktop computers in our computer suite • iPads available in every classroom • Interactive SMART boards in every classroom We also use technologies supplied by other agencies, including: • Robotics kits Software used, includes: • Purple Mash •	Computing work is photographed/printed and recorded in Thematic books where appropriate. Practical work is saved - where??? We assess the children's work in computing by making ongoing judgements as we observe the children during lessons and their final outcomes at the end of each unit of teaching. Computing is assessed as explained above in Assessment, Reporting and Recording. Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately.

Documents to be read in conjunction with this policy:

Computing National Curriculum 2014   Progression in skills document   E-safety Policy   Acceptable use policy

Geography

Intent	Implementation	Impact
A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. The national curriculum for geography aims to ensure that all pupils: • Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics • Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • Are competent in the geographical skills needed to: • Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • Communicate geographical information in a variety of ways, including through maps and writing at length. Additionally, we aim to ensure pupils: • Develop a strong interest in their own surroundings and in the physical and human aspects which have shaped it. • Understand some of the relationships between people and their environments. • Empathise with places, people and cultures.	Enquiry forms a part of all work in geography. Planning will take account of pupil's interests, experiences and capabilities and lead to investigations based on fieldwork and classroom activities. Pupils will develop their geographical skills through the National Curriculum breadth of study and being taught key skills each year, building on previous learning. We will use a variety of teaching methods best suited to the abilities and interests of the children, including:- • Fieldwork and local studies • Observation and enquiry • Individual, group and class investigations • Discussion and debate Pupils will be encouraged to select information from a variety of resources including:- • photographs • maps, charts, atlases and globes • documents, books and newspapers • visitors • fieldwork and local area studies • videos, TV and radio programmes • Information and Communication Technology	Geography work is recorded in Thematic books. Geography is assessed as explained above in Assessment, Reporting and Recording. Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately.

Documents to be read in conjunction with this policy:

Geography National Curriculum 2014   Progression in skills document

History

Intent	Implementation	Impact
A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. The national curriculum for history aims to ensure that all pupils: • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Additionally, we aim to ensure students: • develop an interest in the past and an enjoyment for the subject; • develop a sense of identity and an understanding of their own position in their community and the world; • develop a sense of chronology; • develop the skills of enquiry, investigation, analysis, evaluation, argument, sequencing comparison and deduction	Enquiry should form a part of all work in history. It should take account of pupil's interests, experiences and capabilities and develop the skills of investigating, organising, analysing and evaluating. Pupils will develop their historical skills through the National Curriculum breadth of study and key skills each year, building on previous learning. We will use a variety of teaching methods best suited to the abilities and interests of the children, including: • Story telling • Discussion and debate • Investigations • Role play and drama • Visits to historical sites • In-school history days Our planning will follow the National curriculum guidelines to ensure that progression is maintained across the key stages and that the correct skills are taught. Pupils will be encouraged to select information from a variety of resources including:- • Written sources – primary and secondary • Photographs, paintings, cartoons, films, video and posters • Oral sources – relatives, local people, experts from Historical organisations • Artefacts – original items and reproductions • Historical re-enactments – music, dance, role-play stories	History work is recorded in Thematic books. History is assessed as explained above in Assessment, Reporting and Recording. Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately.

Documents to be read in conjunction with this policy:
History National Curriculum 2014   Progression in skills document

Art

Intent	Implementation	Impact
Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. The national curriculum for art and design aims to ensure that all pupils: • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Additionally, we believe that art studies should enable pupils to: • Be selective in their choice and application of materials to suit the task. • Develop control, confidence and understanding in using different materials and techniques. • Experiment with the elements of art and to use more formal ways to communicate ideas and feelings, e.g. scale and distortion. • Visualise ideas, discuss them with others and modify them, with justification. • Discuss the different purposes of art and describe how artists have represented their ideas, making use of an art vocabulary. • Recognise and discuss the work of a number of artists, representing different styles and periods, and understanding something of the times in which their work was made and how their work influenced others. • Apply what they have learned from other artists' work, in an imaginative way to inform their own. • Use ICT confidently and as an extension of their creative self.	Art is delivered through the Thematic Curriculum. Key skills to be covered are taken from the progression documents for each year group. A variety of teaching methods are employed to suit the different activities: • Stimulate pupils through photographs, music and film etc. • Teaching direct artistic skills, e.g. scale, colour making, perspective etc. • Instruction on the correct use of tools, equipment and materials. • Instruction and development using a variety of materials and media. • Setting homework to encourage pupils to research and collect data from home and other sources. • Observation and discussion of the work of other artists, their use of materials and treatment of different subjects. Pupils will be encouraged to use a variety of resources and mediums including: • Photographs/postcards/film clips • Famous artists/designer's books. • Paintings, drawings, sculptures. • Paint: watercolour, poster, acrylic, oil. • Pencils: HB, 2B, 4B, 6B, 8B, colouring pencils. • Charcoal & graphite. • Clay. • Chalks, crayons. • Mod roc. • Plaster. • Computing Technology.	Art work, particularly planning and experimentation, is recorded in Art books which are passed up through school. Final pieces of Art work are displayed in school. Art is assessed as explained above in Assessment, Reporting and Recording. Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately.

Documents to be read in conjunction with this policy:
Art National Curriculum 2014   Progression in skills document

Design and Technology

Intent	Implementation	Impact
Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. The national curriculum for design and technology aims to ensure that all pupils: • develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • critique, evaluate and test their ideas and products and the work of others • understand and apply the principles of nutrition and learn how to cook.	Design and technology is delivered through the Thematic Curriculum. Key skills to be covered are taken from the progression documents for each year group. A variety of teaching methods are employed to suit the different activities: • Research design ideas using a range of sources e.g. catalogues, internet, photos • Teaching direct design skills, e.g. measuring, joining, cutting • Instruction on the correct use of tools, equipment and materials. • Instruction and development using a variety of materials and media. • Setting homework to encourage pupils to research and collect data from home and other sources. • Evaluation and discussion Pupils will be encouraged to use a variety of resources, including: • Textiles: • Materials: • Electronics:	DT work is recorded in Thematic books which are passed up through school. Final pieces of DT work are displayed in school. Photographs are taken and stored as evidence in Thematic books. DT is assessed as explained above in Assessment, Reporting and Recording. Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately.

Documents to be read in conjunction with this policy:

Design Technology National Curriculum 2014   Progression in skills document

Music

Intent	Implementation	Impact
Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Music can change the way pupils think and act. Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to listen to, create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. The national curriculum for music aims to ensure that all pupils: • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	Teachers will plan varied and suitably challenging music activities in line with the National Curriculum. In both KS1 and KS2 music will be incorporated into half-termly blocks. In the Foundation stage, music skills are taught through Knowledge and Understanding of the World. The main resource used to teach music around the school is an online musical programme called Charanga. It is easy to use for non-music specialists and incorporates a complete scheme to teach the national curriculum for music. It has a vast library of songs, topics, instrument courses and creative apps. Each class has a music folder which contains the lesson plans for each unit. Pupils will be encouraged to select and use a variety of resources including: - • tuned and unturned instruments • a range of CD's to listen to in class or in assembly. • tape recorders • music toolkit on 2 simple – installed on laptops and computers in ICT room These resources can be found in the leadership room. If any different resources are required, then year groups should inform the curriculum leader.	Teachers annotate weekly lesson plans, noting key points including children who over/under achieved and any teaching points that need covering again. Music is assessed as explained above in Assessment, Reporting and Recording. Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately.

Documents to be read in conjunction with this policy:

Music National Curriculum 2014   Progression in skills document   Class Charanga planning folders   Charanga online planning and guidance

Modern Foreign Language

Intent	Implementation	Impact

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.
 	
The national curriculum for languages aims to ensure that all pupils:
▪ understand and respond to spoken and written language from a variety of authentic sources
▪ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
▪ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
▪ discover and develop an appreciation of a range of writing in the language studied.
	Languages are taught throughout the school. French is our chosen focus language to ensure progress is made across year groups and key stages. However, we also celebrate all languages spoken by our pupils.
	
	Progression of teaching is detailed in our progression document, based upon two published schemes both of which support non-specialist languages teachers:
	    EYFS and KS1: Little Languages
	    KS2: La Jolie Ronde
	
	These provide staff with a progressive scheme for French learning which includes and more than meets all the requirements of the new National Curriculum. It also provides a great deal of support for non-specialist teachers with a variety of media, including sound files of authentic French speakers, video clips, phonic details and ideas for games, tasks and activities. Additional resources are also available online and many existing resources from previous years are saved on the school's T Drive. Supplementary resources are found on Twinkl.
	
	Timetabling
	EYFS and KS1: 'drip-feed' basis as part of the school day as appropriate.
	KS2: discrete timetabled slot of at least 30 minutes each week. Lessons may be blocked into chunks of learning where appropriate.
	
	Inclusion
	All pupils access learning of another language. Differentiation within lessons is ensured by:
	• Use of cognates where possible
	• Picture and action clues to aid memory when learning new vocabulary.
	• Activity and support.
		Pupils in Y4-6 have an MFL book to record their learning. This book will be passed from year to year to show pupil progress.
		
		Evidence of speaking, listening and reading is available in the form of sound files which are saved in year group folders on the Cloud.
		
		For assessment, one more able child per class will be tracked throughout their school journey using our progression document. This will be supported by pupil interviews conducted by our MFL leader.
		
		Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately.

Documents to be read in conjunction with this policy:
National Curriculum for MFL 2014   Teacher support notes and guidance within La Jolie Ronde Scheme   Assessment sheets for MFL (ARE)
Overview of whole school key skills and vocabulary.   International School Award portfolios from 2013, 2010, 2016, 2019.

Physical Education

Intent	Implementation	Impact
A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. The national curriculum for physical education aims to ensure that all pupils: • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time engage in competitive sports and activities • lead healthy, active lives. Additionally, we aim for pupils: • to be creative, competitive and to face up to different challenges as individuals and in groups and teams • to learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness • to develop pupils awareness about themselves, their capabilities and their limitations. • to discover their aptitudes, abilities and preferences, and make choices about how to get involved lifelong physical activity • to develop the enthusiasm and enjoyment, self confidence and self worth. • to develop an understanding of the importance of teamwork, learning how to work with and respect others.	The teaching of Physical Education is a legal requirement. Physical Education teaching at Palmers Cross Primary School will be within the framework provided by the National Curriculum. Children receive at least 2 hours of PE teaching per week. We provide the breadths of study encompassing 6 areas of activity, dance, games, gymnastics, swimming and water safety, athletics and outdoor and adventurous activities. Our PE medium-term plan is designed to ensure continuity, progression and differentiation. Children are taught by our two specialist coaches to ensure the highest level of expertise is used to deliver high quality lessons. At Palmers Cross we value the expertise of outside agencies and the opportunities they provide for our children to apply Physical Education in the real world. We endeavor to develop and utilise links with: • Local sports clubs. • Wolverhampton Association for Sport in Primary Schools (WASPS). • Community based organisations. • Parents and friends of the school. • Local Secondary Schools • Connect Ed We aim for a safe and stimulating environment. We use the school hall and playgrounds, and also use the school field when grassed areas are required (e.g. for sports day). Teachers are asked to check these areas before lessons to ensure that pupils and themselves are not any risk. A wide range of resources are provided to stimulate and create an interactive lesson in which all abilities can take part. The resources provide an excellent source to differentiate lesson content: • Different sized balls and catching equipment • Targets to develop throwing skills • Netballs, basketballs and footballs • Uni-hockey / field hockey equipment • Short Tennis and Badminton equipment • Free play games chest for KS1 • Goals, markers and cones • Basketball and netball hoops	Each class has a PE assessment folder. This is used by coaches and teaching staff to record an assessment of the pupils skills and capabilities at the start and end of each unit. The PE leader will monitor these files termly and identify any pupils needing additional PE sessions/ intervention to support their progress. At the end of the year, this information is used by teachers to award children with a final assessment (B, D or S within the year group, or WTS for those working below). Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately.

	• Rounders and Kwik cricket resource bags The following 3 principles ensure an inclusive curriculum: • setting suitable learning challenges • responding to pupils diverse learning needs • overcoming potential barriers to learning and assessment for individuals and groups of pupils. Planning takes account of pupils with disabilities, enabling them to participate as fully and effectively as possible. Pupils needs and requirements relate to their individual targets S.E.N action plans (ILSPs). They can be related to when lessons are planned in order to ensure that pupils physical needs are being supported. Pupils identified as needing extra support in Physical Education will be given the appropriate help in lessons, for example by using adaptable resources and activities aimed at an appropriate level of difficulty. (STEP – change the Space, Time, Equipment or People to cater for individual needs) Lessons should present challenges to allow for the achievements of gifted children and be aware of providing the opportunity for success to less able children. Gifted and Talented children will be provided with opportunity to support lessons through demonstrating skills. They will also be given opportunity to attend City trials to take part in matches and competitions to drive their skills forward. It is recognised that parents play a crucial role in helping their children learn, and sharing targets and successes in Physical Education is central to partnership between parents, pupils and teachers. Parents and carers are welcomed to sporting events and competitions throughout the academic year. They are also provided with the opportunity to attend sports day and presentation to be apart of their child's sporting achievements. The Teaching Staff provide a range of sporting after school clubs, which is driven by the subject leader. Every child has the opportunity to choose and take part in after school clubs. Every child has the opportunity to develop their own physical, social and mental skills through a variety of sports.	

Documents to be read in conjunction with this policy:

PE National Curriculum 2014   Class assessment folders   Planning files   Sports Premium Action Plans

Religious Education

Intent	Implementation	Impact

Religious Education enhances pupils' awareness and understanding of religious beliefs, including Christianity and other principal religions, whilst developing respect and sensitivity to others. It offers opportunities for personal reflection and spiritual development and encourages children to develop their own sense of identity and belonging. R.E also provokes challenging questions about issues of right or wrong and about God and what it means to be human. Religious education therefore has an important role in preparing pupils at Palmers Cross for adult life, employment and life-long learning.
 	
The contributions of RE to the values of Palmers Cross curriculum
 	
Religious Education actively promotes the values of truth, justice respect for all, care for the environment and human stewardship on earth. It places specific emphasis on:
• Pupils valuing themselves and others
• The role of the family and the community in religious belief and activity
• The celebration of diversity in society through understanding similarities and differences
• The influence of religion in the local, national and global community
• Sustainable development of earth
 	
R.E aims
 	
We believe that Religious education should enable pupils to:-
• Promote religious understanding, discernment and respect
• Challenge prejudice and stereotyping
	The teaching of R.E at Palmers Cross Primary School is based on the Wolverhampton Agreed Syllabus within which we aim to deliver R.E at appropriate levels. Across each Key Stage all skills will be covered showing progression relative to pupils' age.
	
	It is expected that a minimum of 5% of curriculum time will be devoted to the teaching of RE. This means
	• KS1- 50 minutes per week (approx.)
	• KS2 – 1 hour and 15 minutes per week (approx.)
	
	To ensure the teaching of RE is broad and balanced Christianity is studied at each key stage, with KS1 studying at least one other principal religion and KS2 at least two other principal religions. For children in the Early Years, planned activities fit into an interactive curriculum and where possible integrate, link and extend different strands of knowledge, attitudes, values, understanding and experience that link into Religious education.
	
	Teachers will plan suitably challenging religious activities in line with the Agreed Syllabus. In both KS1 and KS2 R.E is taught through a range of themes set out in units of work - four units are planned for each year group. The units of work are designed to ensure continuity and progression of knowledge, skills and understanding. Teaching will focus on two key aspects of learning in Religious education: learning **about** religion and learning **from** religion.
	
	We will use a variety of teaching methods best suited to the abilities and interests of the children, including:
	    ○ Story telling
	    ○ Discussion and debate
	    ○ Role play and drama
	    ○ Visits to places of worship
	    ○ In-school religious days
	
	Pupils will be encouraged to select information from a variety of resources including:
	    ○ Photographs, paintings, videos and posters
	    ○ Visitors
	    ○ Artefacts – original items and reproductions
	    ○ Documents, books, articles
	    ○ Information and Communication Technology
		RE work is recorded in separate RE books.
		
		At the end of each unit, teachers will assess pupils understanding against RE ARE target sheets, following procedures explained above in Assessment, Reporting and Recording. A final teacher assessment judgement is awarded at the end of the year.
		
		Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately.

- Explore the significance of the environment both locally and globally and the role of humanity - Promote pupils' self-worth, thus enabling them to reflect on their uniqueness and human belonging - Share their feelings and emotion s with others and appreciate the importance of forming and maintaining positive relationships - Develop a clear understanding of religions in the world today - Learn about the ways different faith communities relate to each other - Focus on ultimate questions and ethical issues - Appreciate their own and others' beliefs and cultures and how these affect individuals, communities and societies **Religious Education and British Values** At Palmers Cross we recognise the importance of teaching British values in line with the definitions identified in the 'Prevent Strategy values' 2011 The teaching of Religious Education will support and enable pupils to discuss and develop their understanding of the British values of: - Democracy - Rule of law - Individual liberty - Mutual respect - Tolerance	o Observations and personal experiences Some of these resources can be located in the curriculum cupboard. Visitors from communities of religion and belief are a rich and exciting resource for schools. When inviting visitors into school from local religious communities it is important that school staff ensure current legislation relating to child protection procedures is covered and implemented with regard to visitors to the classroom, collective worship or assembly venue. Palmers Cross teaching staff will follow guidance laid out in current safeguarding policies and ensure essential information is recorded using the Visitors to School form available on the Cloud or inform a member of the safeguarding team prior to the visit.	

Documents to be read in conjunction with this policy:

RE National Curriculum 2014?   Wolverhampton Agreed Syllabus   ARE target sheets   Class assessment folders

Personal, Social, Health, Economic education

Intent	Implementation	Impact
Our children are growing up in a complex world, living their lives on and offline. It is our role to teach children how to be safe and healthy and to be able to face the challenges ahead with confidence. PSHE enables pupils to understand feelings, make healthy choices, share opinions, to recognise that bullying is wrong and know how to stay safe. It allows children to develop their own sense of worth and respect others. It prepares them for bodily and emotional changes at puberty. Teaching covers all statutory relationship and health objectives in order to ensure a deep understanding of the features of healthy relationships, how to stay safe (including online) and how to look after their own physical and mental wellbeing. The subject also introduces a range of jobs to pupils and prepares them to look after and save money. It exposes pupils to some of the different beliefs and values in society, and teaches them to demonstrate respect and tolerance towards people different from themselves. PSHE education makes a major contribution to schools' statutory responsibilities to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Our curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. It also supports the teaching of British values in line with the definitions identified in the 'Prevent Strategy values' 2011.	Our PSHE curriculum is based on the PSHE Associations Programme of Study. This covers all statutory Relationships and Health objectives, as well as many more topics which help to prepare children to deal with the challenges ahead. PSHE is taught under the three core themes: • Health and Wellbeing • Relationships • Living in the Wider World The curriculum has been produced in consultation with parents. Parent workshops are held to share the curriculum and it is also published on the school's website. Parental comments were invited through surveys and conversations with school leaders. Parents are invited in to view teaching material and regular correspondence with parents will inform them of key curriculum content for their pupils as well as ways that they can support their pupils' learning at home. The long term plan sets out key themes to be taught in each year group. The medium term plan sets out key objectives to be taught under three key themes each term. Suggested resources are provided which have been quality checked to ensure they are age appropriate and support pupils progress. It is the responsibility of class teachers to use the medium term plan to plan out a sequence of lessons to ensure pupils develop a deep understanding of the objectives set out. Teachers must check all resources and watch videos to ensure they match the needs of pupils in their class, considering any key issues which may be sensitive to individual pupils in their class. PSHE lessons are taught once a week by class teachers. Lessons are taught sensitively, we will create a safe and supportive learning environment by following agreed ground rules for all PSHE lessons. Any issues highlighted as a result of sessions are reported to the Designated Safeguarding Lead, as detailed in our safeguarding policies and procedures. Due to the nature of PSHE education, lessons may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; this will be made clear to pupils and any external contributors e.g. school nurses. CPD will be provided regularly to ensure staff are kept up to date with any emerging issues and are confident in providing high quality PSHE learning.	Pupils from Year 1-6 have an individual PSHE book which will be used to record pupils responses to lessons taught. This can be used to support assessment of pupils understanding. A class PSHE book is used to record whole class learning and show the variety of teaching methods used to deliver PSHE effectively e.g. debates, role plays and use of visitors to enhance learning. PSHE is assessed as explained above in Assessment, Reporting and Recording. Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately. The PSHE co-ordinator and school staff will review and assess the curriculum coverage by: • Reviewing lesson evaluations and outcomes • Identifying priorities using in-school and local data • Reviewing the needs of pupils as identified through surveys and observations

While PSHE is a non-statutory subject, in accordance with the Education Act 2002/Academies Act 2010, it is vital that we deliver a high quality PSHE curriculum in order to ensure our children receive a broad and balanced curriculum which supports their personal development, fulfils our duties relating to SMSC, behaviour and safety and prepares pupils for he challenges and opportunities of adult life. PSHE education does not exist in isolation; it is part of a whole school approach to ensure the best opportunities for all of our pupils. Relationships Education forms part of our PSHE curriculum and these lessons are statutory – there is no right of withdrawal from these sessions. Sex education is taught to pupils in Year 6. While parents have the right to withdraw pupils from aspects of RSE not in the National Curriculum, we believe that this aspect of PSHE education plays a vital part in helping to meet school's responsibilities to safeguard our pupils. The benefits to pupils of such an approach are numerous as PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.	Teachers understand that pupils will bring differing levels of knowledge and understanding to issues explored through our PSHE curriculum. Teachers will assess pupils starting points at the start of a topic to ensure teaching meets the needs of all pupils. an anonymous 'question box' will be provided in each classroom where pupils can submit any questions which they do not feel comfortable to ask out loud and these will be addressed appropriately. We will use a variety of teaching methods best suited to the abilities and interests of the children, including:- • Discussion and debate • Individual, pair and group work • Individual, group and class investigations • Observations Lessons planned use a variety of resources, including: • 1Decision slideshows, videos and activities • Lessons from a range of PSHE Association Approved organisations • Diagrams • Documents, books and newspapers • Visitors • Discussion • Photographs Throughout the year, we have a variety of speakers for our assemblies and to work with the pupils in the classroom for example, NSPCC, Dogs Trust, Walk to school, Headstart, the Police, Fire and Ambulance services. The curriculum will be further supplemented through whole school days where we will consider PSHE related issues, e.g. Children in Need, Wellbeing week, Anti-bullying week/Act of Kindness week. Pupils are aware of staff in school they can go to for support. The Learning, social and behaviour leader works with groups of students and individuals depending on need and support. The students are made aware of outside agencies through our assembly programme. Assemblies are used to supplement our PSHE curriculum but the majority of teaching is delivered through discrete lessons to ensure the highest engagement in learning.	

Documents to be read in conjunction with this policy:

PSHE long and medium term plans   Safeguarding Policy   E-Safety Policy   Year Group Planning   Relationships and Sex Education policy

Drugs Education Policy   Anti – bullying policy   Healthy Eating Policy   Food Policy   Behaviour Policy