



Curriculum Policy

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1. **Curriculum Intent**

Our intent is to ensure that our curriculum is not only tailored to our pupils' interests and needs but also ensures they are ready for life in the wider world. We believe in subject based lessons where pupils can articulate and have a passion for subject based learning.

A knowledge-rich curriculum at William Harding;

- places powerful knowledge at the heart of the curriculum
- enables pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- has carefully chosen content
- is organised in a coherent way, ensuring it builds from year to year
- is cumulative, constructing firm foundations from which children can build conceptual understanding and skills over time
- is broad and balanced
- is an entitlement for every child, regardless of background
- is coherent and ensures that teaching does not jump from topic to topic, but enables children to develop knowledge and a love of learning

Implementation

We work with the Knowledge Schools Trust on the Primary Knowledge Curriculum (PKC) to ensure that our provision for History, Geography, DT, Art & Science is a *'carefully sequenced, knowledge-rich curriculum which aims to inspire pupils, promote excellent outcomes for all and overcome inequality of opportunity.'*

For other subjects we use schemes that follow the ideology of knowledge and skills teaching and sequentially build upon each year of learning.

Vocabulary development

An essential element of a knowledge curriculum is the development of a broad and rich vocabulary approach, and at William Harding we have a vocabulary strategy that is ambitious and explicitly taught through all subjects. Teachers develop vocabulary actively, building systematically on pupils' current knowledge. Pupils are involved to increase their store of words and make links between known and new vocabulary. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects; our older pupils will be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to introduce pupils to the language which defines each subject in its own right, such as accurate mathematical and scientific language.

Impact

We want to have a curriculum that enables pupils to;

- be knowledgeable about content and the world around them
- transforms their minds so that they are able to make reasonable and informed judgements

- ensure they engage in conversation and debate
- develop confidence that comes from possessing a store of essential knowledge and the skills
- have the accompanying vocabulary that will maximize chances of leading rich and fulfilling lives

2. Enrichment Curriculum

Intent

At William Harding our intent has been to construct and deliver a curriculum that is academic and beyond.

- It gives pupils diverse experiences and opportunities.
- It is ambitious and designed to give pupils, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life and address social disadvantage.
- Our entire curriculum is underpinned by the principles of British Values and SMSC, (Spiritual, Moral, Social & Cultural).
- We intend our pupils to become responsible and respectful citizens who become actively involved in public life as adults.

‘Cultural capital is the essential knowledge that children need to be educated citizens and prepared for life in modern Britain.’

See appendix 1 for an example of what enrichment may look like in each year group.

Implementation

As a school we have begun to build our enrichment curriculum around the belief that every child should have experiences and enrichment opportunities by the end of their year group. Below you will find our KS1 and KS2 Enrichment Curriculum overview.

Impact

Our goal is for all pupils to a wide range of experiences that enables them to understand the world around them from a viewpoint of experience and show gratitude, empathy and respect to all.

3. Personal Development Curriculum

Intent

At William Harding our intent has been to construct and deliver a personal development curriculum that is academic and beyond which is;

- developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing pupils’ character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- how well leaders develop pupils’ character through the education that they provide
- the quality of debate and discussions that pupils have

Key parts of our personal development curriculum are;

- British Values
- Sex and Relationships Education
- E-safety education
- Healthy lifestyles
- SMSC & BV
- **Careers and volunteering**

Implementation

We deliver part of our personal development curriculum through Primary Edge from PIXL. The purpose of these resources is to provide teachers with a progressive suite of session plans and materials to support the teaching of the five attributes of the Primary Edge that our pupils need; Leadership, Organisation, Resilience, Initiative and Communication.

We believe it is essential that the LORIC character attributes are not just taught as discrete lessons, but woven into activities across the whole curriculum. That way, pupils will be able to appreciate how character development plays a meaningful role in enhancing everything they do. To supplement this, we also have termly ‘Careers’ days to develop aspirations and understanding of careers. Our careers curriculum includes aspects of LORIC required for the roles discussed. We also develop an understanding of the need to be an active citizen in our community through our

volunteer programme. Pupils who volunteer to help in the community, either through suggested activities or their own additional ideas, are celebrated.

Impact

We hope that from our personal development curriculum William Harding pupils' character will have been developed so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. Fully ready to interact and live within society successfully.

4. Promoting British Values and SMSC

At William Harding we promote these values and they are reinforced regularly and in the following ways;

Democracy; a respect for democracy and support for participation in the democratic process

- School Council
- Pupil roles
- Pupil voice
- Gem Time
- Curriculum; debates, assemblies, PSHE, History - pupils learn about leaders & about the advantages and disadvantages of democracy and how it works in Britain

The Rule of Law; respect for the basis on which the law is made and applies in England and supports equality of opportunity for all

- School Rules and Values; the importance of laws, whether they are those that govern the class, the school, or the country
- Pupils are taught from an early age the rules of the school
- Behaviour policy rules, Playground rules, Hall rules and Classroom rules.
- Pupils are taught the value and reasons behind rules and laws, that they protect us, the responsibilities (School value link) that this involves and the consequences when laws are broken
- Visits from authorities such as the Police and Fire Service help reinforce this message
- Curriculum; pupils learn to be able to distinguish right from wrong and how to resolve conflict. They understand how to be moral (SMSC link) and what this looks like in our school
- Ethos; our policies state the expectations for all members of our school community to promote equality, the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief/non-belief, sexual orientation, age, marriage or civil partnership and pregnancy or maternity status; *Inclusion* (School value link). We also expect staff to challenge discrimination.

Individual Liberty; support and respect for the liberties of all within the law

- Curriculum; pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example, through our E-Safety, Computing and PSHE lessons
- Choice; through their own actions and social behaviours (SMSC link)
- Clubs; choice of which to attend

Mutual Respect (School value link)

- School Rules & Values; Respect, Collaboration, Honesty
- Respecting; our school, our classrooms, resources, people, animals and ourselves

Tolerance of Those with Different Faiths And Beliefs

- Curriculum; actively promote diversity through RE/PSHE celebrations of different faiths and cultures and the children visit places of worship that are important to different faiths.
- WH context; as a multi-cultural school we have a high number of EAL pupils with 39 different languages
- School Motto; Be kind
- School Value; Inclusion (School value link)

5. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

6. Roles and responsibilities

6.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

6.2 Head teacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

6.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Subjects and areas of the curriculum are led by Subject leaders or teams of Subject Leaders.

7. Inclusion

At William Harding we have an Additional Resourced Provision and a large number of EAL pupils and therefore we use inclusive practices as part of our Quality First Teaching to ensure all have high expectations for all pupils.

Teachers use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Pupils with English as an additional language (EAL)
- Pupils with low/middle/high prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN *and* pupils in the ARP
- More able pupils

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

8. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through the Governors monitoring and evaluation schedule.

Subject leaders/teams monitor the way their subject is taught throughout the school by following the monitoring and evaluation timetable to complete:

- planning scrutinies
- lesson observations
- pupil voice
- analysis of data
- learning walks
- book scrutinies, etc.

Subject leaders/teams also have responsibility for monitoring the way in which resources are stored and managed.

9. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy
- Equality information and objectives
- English Policy
- Maths Policy
- All other subject policies

Appendix 1 an example of how Enrichment may look in each year group.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Enrichment Cultural capital Curriculum objective links	Careers week	Safari Stu visit See unfamiliar animals, learn about their characteristics Baking Christmas Carol Concert	Space dress up day	Pancakes Cowboy dress up day		Gulliver's Land
Year 1 Enrichment Cultural capital Curriculum objective links	Voices, debates, LORIC					
	Seasonal walks Get to know a tree, go welly-wandering, watch a bird Visit Farm and farm shop	Christmas Performance Visit from 'The King'	Visit from Hampden Vets / Whipsnade Zoo / Pets at Home	Visit from the mayor of Aylesbury	Help a plant grow Go cloud watching Bedgrove Park trip	Warwick Castle Visit a castle
Year 2 Enrichment Cultural capital Curriculum objective links	Voices, debates, LORIC					
	Harvest Performance Trip to Wendover Woods Learn about wildlife, discover wild animal clues,	Theatre trip – pantomime			Camp Day Archery, orienteering, scavenger hunt, campfire	Beach visit Walk along a coastal path, rock pooling, bury someone in the sand, collect shells, make a sandcastle, Fly a kite
Year 3 Enrichment Cultural capital Curriculum objective links	Walk around local area Library visit Farm visit	Waddesdon Manor	Religious places tour	Easter Assembly	Verulamium	Roman Day (Portals from the Past)
Year 4 Enrichment Cultural capital Curriculum objective links	Swimming lessons, Voices, debates, LORIC					
	Chiltern Open Air Museum	Cinema Portals from the past Vikings	Waterside theatre (TBC)	Woodrow: Building a den Fun with sticks Funky fungi Pooh sticks Skim stones Y4 Assembly	Globe Theatre	Tudor Day
Year 5 Enrichment Cultural capital Curriculum objective links	Voices, debates, LORIC					
		Portals from the past Ancient Greece Remembrance Assembly	Hazard Alley	Cinema	National Space centre	Houses of Parliament or London Landmarks and Art Gallery

Year 6 Enrichment	Voices, debates, LORIC				
	River Dart: <i>Go on a nature walk at night</i> <i>Watch the sunset</i> <i>Climb a big hill</i> <i>Roll down a big hill</i>	War Museum			Transition teamwork programme Year 7 Bowling Prom Leavers Assembly Performance BBQ / inflatables