



ST MICHAEL & ALL ANGELS C OF E PRIMARY SCHOOL

Curriculum Policy

Date for Review* <i>(*subject to any relevant changes in legislation or other appropriate guidelines)</i>	Dec 2026
Policy Last Revised	June 2025
Author	Head Teacher
Delegated Responsibility	Headteacher

Mission Statement

Psalm 147:4 God counts the stars and calls them all by name

The aim of our Church school is to develop the full potential of each child spiritually, socially and academically in a safe, inclusive environment which is grounded within the ethos of the Christian Faith.

This policy is grounded within our school mission statement, and underpins our commitment to providing a safe, inclusive environment for all stakeholders which reflects our Christian values.

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Knowledge, skills, attributes and values are developed to prepare the children for the next stage of learning (Key Stage 1 and 2 ready and secondary ready), and enable them to be successful in the community. We believe that effective learning takes place when the children are enthused and are able to speak expressively and to explain and clarify thinking. We make meaningful knowledge connections across subjects.

The school expects everyone to develop and show a sense of responsibility and self-discipline whether along, together, at work or at play, and to support policies on equal opportunities. We actively promote British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

At St Michael's we will:

- Promote a Christian ethos within our caring supportive environment.
- Create and inspire confident, resilient, independent learners.
- Promote respect for themselves, each other and the wider community.
- Encourage and develop enquiring minds.
- Expect high standards of behaviour and work.
- Value all children's individuality and celebrate their successes.
- Create a nurturing environment where children are motivated to achieve their best.

Our Curriculum Intent statement

At St Michael & All Angels our curriculum is designed to be meaningful and memorable, to ensure achievement and to inspire enthusiasm for learning.

We provide learning experiences that allow children to develop interpersonal skills and build resilience. We use the Rise Curriculum for Art, History, Science, Geography and DT which we adapt to meet the needs of our children.

We celebrate our own special school identity through the unique experiences that our curriculum provides. We are a listening school and believe that every child

should be treated as an individual and that one size does not fit all and that it is our job to know the strengths and areas of development for all children.

Our curriculum enables us to build character, Christian values, celebrate diversity, and build a sense of community. It provides and acknowledges success for all children, in all aspects of their development and it recognises, encourages and celebrates all types of talent.

Independence and responsibility are an essential part of our curriculum and we enable children to take on key roles, becoming global citizens, through social justice projects both locally, nationally and globally.

We strive to ensure children leave St Michael & All Angels CE Primary School with a sense of belonging and are proud that they have developed the confidence and knowledge needed to be learners for life.

Our Foundation Stage Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Key Stage 1 and 2

English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. English is often taught through a key text which can often link up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely. In Early Years and Key Stage 1 for reading we use Dandelion Launchers/Readers and Rocket Phonics and supplement reading books with the Oxford Reading Tree. We use Sounds Write scheme of work for Phonics, and Spelling Shed to develop spellings. Phonic awareness helps to the development of reading by segmenting and blending sounds. The children are heard reading both individually and during whole class sessions. The whole class sessions cover both fiction and non-fiction

books. Whole class reading sessions also develops the children's comprehension skills.

Parents are given clear expectations about reading at home. We develop writing skills so that our Foundation pupils have the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences. Handwriting sessions are incorporated into the weekly timetable.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

The Mathematics curriculum at St Michael & All Angels has been designed to be ambitious in expectations of all learners with an emphasis on reasoning and applying Mathematics to create life-long mathematicians. We use the White Rose Hub Maths Scheme of Work. Children are taught skills and then complete challenges to apply their learning in each lesson. Practical and context-based resources allow children to make links between their learning and the world around them. We believe times tables are the key to unlocking mathematical ability. Children each have a personalised login to 'Timestable Rockstars' to enable them to practise both at home and in school.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Drama

Drama is used as a tool in developing oracy skills, vocabulary development, building confidence and self-esteem and as an essential tool in developing imaginative, expressive and persuasive spoken and written language. 'Hot seating' and 'response in role' drama techniques used in English lessons aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as the children develop and our curriculum provides opportunities to perform to wider audiences through assemblies/performances and at key festivals in Church.

Science

At St Michael & All Angels we value Science because it makes an increasingly important contribution of all aspects of life. All children are naturally curious about their environment and Science makes an invaluable contribution to their knowledge

and understanding of the world. Science is a body of knowledge built up through experimental testing of ideas. Science is also methodology, a practical way of finding reliable answers to questions we may ask about the world around us. Science in our school is about developing children's ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills. In Early Years we start to develop blocks of knowledge and concepts alongside the development of enquiry skills. Key scientific terminology will be introduced each lesson. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data.

We encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Art and Design Technology

Art has a very important place in our curriculum and we follow the Rise Trust Scheme of Work. We see Art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, print-making and digital media. They will be introduced to a wide variety of artists and their styles.

Our Design and Technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown.

National Curriculum Art Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Computing

At St Michael & All Angels Primary School we believe that computing should permeate the curriculum. We use a progressive Scheme of Work - I Learn 2 which clearly defines the progression of knowledge and skills needed for each year group. We believe that computing should be a tool for learning. Effective computing, coupled with well trained, competent and enthusiastic staff, allows our children to develop the necessary computing skills needed for life-long learning in the 21st Century. Computing comprises of three strands, which will be delivered to ensure a balanced curriculum.

Computer Science – the study of the foundational principles and practices of computational thinking and their application in the design and development of computer systems.

IT – the creative and productive use and application of computer systems, hardware and software.

Digital Literacy – the ability of learners to use, express themselves and develop their ideas through information and communication technology with regard to safeguarding and online etiquette.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

MFL

In Key Stage 2, all children are taught French as a Modern Foreign Language. We believe that starting early allows for more time for language learning overall and a sustained experience with the potential to lead to higher levels of proficiency at the end of secondary school. In an increasingly globalised world, intercultural understanding is essential and that it is important to awaken children's interests in other people and cultures at a time when they are open and receptive. This will excite their curiosity and may help them with choices of what to study at their next school.

National Curriculum Language Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

In their music lessons, pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing of a wide variety of music. We encourage listening to a wide range of music with concentration and understanding. We use the Leicestershire Schools Music Service Scheme of Work.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

PSHE

In PSHE, or Personal, Social and Health Education, children are taught about the importance of mental and physical health, including self-esteem and body image. We believe it is crucial to build effective citizens through teaching about positive relationships, keeping safe, behavioural norms and setting aspirational goals. PSHE also helps children 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. In our curriculum we actively promote British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupil for life in modern day Britain. We use the PHSE Association Scheme of Work.

Our PSHE lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society. All our year groups have timetabled PSHE lessons weekly. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events alongside enrichment weeks such as 'Democracy Week'.

Additionally, children in Key Stage 2 watch and discuss Newsround at least twice a week, focusing on key events and issues from the world they live in. We believe giving children these learning opportunities sets them up for further learning in the future.

As a part of transition support for our Year 6 children, in the Summer Term the children attend The Warning Zone, which teaches children about how to stay safe – from e-safety to drug and alcohol misuse.

For specific policies relating to Sex and Relationships Education as a part of our PSHE lessons, please see the school website or contact the School Office.

National Curriculum PSHE Programmes of Study:

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Religious Education

RE has a mission for tolerance and respect for all in the community. We celebrate our diversity and offer a welcoming environment for all our pupils 'whatever their gender, race, ethnicity or ability'. RE is a subject that celebrates diversity and provides an opportunity to celebrate and foster an awareness of our differences in our school and in the wider world. By exploring issues within and across faiths, we believe that pupils will learn to understand and respect faiths other than their own and will develop respect for other religions, beliefs, values and traditions. Through quality teaching children will be taught a broad and authentic understanding of other faiths. They will be encouraged to think and explore, express and explain their own ideas, enabling them to make reasoned and informed judgements on religious, moral and social issues. By developing their sense of identity and belonging, children will be better prepared for a life in a multi-cultural society. The school uses the Leicestershire Diocesan Agreed Syllabus.

Religious Education DfE Guidance:

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-nonstatutory-guidance-2010>

Link to the Diocesan Scheme of Work:

<https://www.leicestershire.gov.uk/sites/default/files/field/pdf/2016/5/24/Leicestershire-Agreed-Syllabus2016.pdf>

History & Geography

Our school uses the Rise Trust History and Geography Scheme of Work. Our programme is carefully balanced and planned to be age appropriate across the years.

Within our teaching of History we aim to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to know more about the past and 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 aim of Geography teaching at St Michaels is to stimulate children's interest and understanding of places and environments. Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions of the United Kingdom and the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

Geography:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

History:

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Physical Education (PE)

Our outdoor PE sessions for Reception and Key Stage 1 focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Across the school, pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. This enables children to learn and develop the notion of play, honest competition, good sportsmanship and dealing with both success and defeat. Indoor PE is held in our small hall and includes dance, apparatus work and gymnastics. Swimming is introduced to the timetable from Year 1. We ensure wider participation in the community by involvement in inter-school sports and Leicestershire based tournaments. In addition to this, children also have the opportunity to attend after

school multi-skills, football and netball clubs. We follow PE HUB as our PE scheme of Work.

PE Programmes of Study:

<https://www.gov.uk/publications/national-curriculum-in-england-physical-education-programmes-of-study>

Trips and Visits:

We plan a series of trips each term for each year group and these trips are directly linked to our units, for example, a Space topic in Science may include a trip to The National Space Centre.

We also run two residential trips. Our Year 3 and 4 children visit Beaumanor Hall and stay overnight and our Year 5 and 6 children have the opportunity to spend three days at Dukes Barn Activity Centre.

Visitors are also planned in to enhance our curriculum further. Examples of these in 2022 include a Samba drumming workshop, a mini beast specialist, a forensics workshop and Leicestershire music hub who recorded the children singing.

Themed days and weeks:

We have themed weeks throughout the year which are incorporated into our curriculum. These may be designed to fit with national initiatives, eg., World Book Day; to match with events in the UK, a national election and, also, to highlight our curriculum subjects. Each Friday we have an Achievement Assembly to celebrate the children's success in a variety of curriculum areas.

Wrap Around Care:

We provide an 'extended day' for working parents and carers from 7.45am until 5.45pm. Breakfast Club allows parents to drop children off early. The pupils are given a healthy and nourishing breakfast. After school children are cared for by PlayFit in an environment that allows them to socialise, engage in playing with appropriate games and toys, as well as read and relax.

Monitoring and Evaluation:

The Head Teacher and teaching staff will continuously monitor the effectiveness of the curriculum. Action points will be agreed and discussed with staff. The Head Teacher will include curriculum updates when reporting to the Local Governing Committee.

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