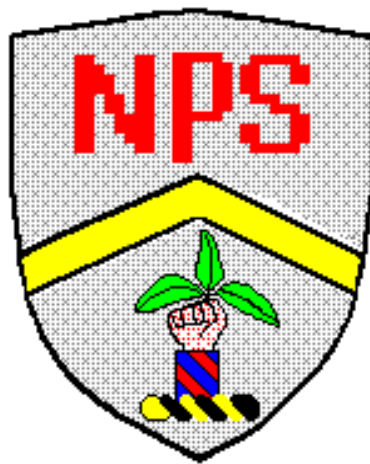


# Nettlesworth Primary School



## Curriculum Design Statement 2023-2024

# Nettlesworth Primary School Curriculum Design Statement

## Intent

At Nettlesworth Primary School, we have designed our curriculum with the intent that all children must have the building blocks to become successful adults in terms of being able to gain employment, live healthy lifestyles, be moral citizens and to take opportunities to extend their horizons.

These themes are central to our vision: **Inclusion, Pupil Voice and Respect.**

In recognition of the context of the start points of many of our children, we have a strong focus on the teaching and learning of maths and English as lack of skills in these areas can impact future career options.

As we hope that our children will aspire to a range of careers and personal interests in the future, and to ensure that they gain knowledge and skills across all subjects, we designed our curriculum to cover not only the statutory aspects of the National Curriculum but to take account of our local mining and agricultural heritage.

The curriculum at Nettlesworth Primary is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society. The curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain.

Our key aim is that when children leave us to move on to secondary school, they have:

- confidence in themselves and their attitudes to learning
- a firm grasp of basic skills
- recognise that there is life and opportunities beyond Nettlesworth
- aspiration to they need to aim high and challenge themselves to achieve great things in the future whether that means a job or travel
- A strong sense of moral purpose and respect for others

## **A coherently planned academic curriculum**

Here you will find an overview of the EYFS framework and the Curriculum offer for children in Years 1 to 6. There are also sections on Spiritual, Moral, Social and Cultural Development (SMSC), Rights Respecting Ethos and British Values.

The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our school.

In **EYFS** the curriculum is heavily child initiated with children choosing the topics or areas they wish to study. This is done on a half termly basis via consultation with adults and children.

In **Key Stage 1** children follow National Curriculum guidelines but within this there is still the opportunity for child initiated topics to be covered. To date these have included The World, Pirates, Light and Dark, Undersea and Vehicles.

In **Key Stage 2** using the National Curriculum, teachers have planned and developed exciting topic titles which connect discrete subjects together with strong links. Each subject is given individual time so that children can learn many skills and have a broad and balanced curriculum. It also allows children the opportunity to develop talents in a wide variety of skills and disciplines.

We are a [UNICEF Rights Respecting School](#) and as such give children the opportunity to explore global issues within their curriculum. Children therefore learn about issues such as Fair Trade, Land Mines, Refugees and Endangered Species.

This approach to the curriculum and learning we feel gives us a broad and balanced curriculum which allows children to have a voice in what and how they learn whilst also equipping them with the necessary skills they need in order to be effective learners.

### **Implementation**

- Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
  - 1) Learning is most effective when spaced rather than blocked.
  - 2) Interleaving helps pupils to discriminate between topics and aids long-term retention
  - 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
- In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.

- Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Here at Nettlesworth Primary School we have introduced a creative curriculum based around the Cornerstones Curriculum, a nationally recognised approach for delivering outstanding learning opportunities for children.

### **What is the Cornerstones Curriculum?**

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our new curriculum will be delivered through Imaginative Learning Projects

(ILPs) which will provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning. We have designed our curriculum by choosing ILPs that meet our students needs and abilities.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum will provide lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

### **How it Works?**

The Four Cornerstones of Learning provide the structure on which to build your curriculum. We call these Engage, Develop, Innovate, and Express.

Engage – hook children in with a memorable experience.

Develop – allow children time to gather the skills and knowledge they need to develop a deep understanding.

Innovate – offer creative experiences that allow children to apply their skills, knowledge and understanding.

Express – provide the space and time for reflecting, evaluating, and celebrating learning.

To find out more about these stages please click on the link through to Cornerstones website to find out more:

<https://cornerstoneseducation.co.uk/>

Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and , in other cases, provides retrieval practise for previously learned content.

- Opportunities for child voice are planned at the beginning of each new topic and this is used to inform the learning for each topic to ensure relevance.

- The curriculum provides children with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills.
- The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. We have strong and varied links, as well as engagement with the local community, to enrich children's learning experiences.
- The school's curriculum is broad and balanced. The school makes a conscious effort to engage with drives that will enable further development and excellence in specific areas and has achieved the Primary Science Quality Mark at Bronze level. The outdoor environment and the local community are considered an opportunity for active learning for all our children. The school grounds have been developed so they can enrich different curriculum areas, particularly science. We are a Forest School and are committed to ensuring that all learners have access to good quality educational experiences beyond the classroom walls, and for engaging in an ongoing process to ensure frequent, continuous and progressive learning outside the classroom opportunities are integrated into the curriculum.
- We are an **Inclusion Quality Mark** School, who focuses on the pursuit of outstanding teaching and learning and creating an environment in which every student, including those who do not have disabilities, has the opportunity to flourish.
- We are a **NACE** accredited school (an award in recognition of school-wide high-quality provision for more able learners within a context of challenge for all) and ensure there is a whole school commitment and a clear focus to providing for More Able Gifted and Talented pupils. We provide pupils with a wide range of experiences and opportunities individualised to their personal needs and interests. Parents are closely involved in the education of their child and are consulted about their provision.
- As a Rights Respecting **Gold** School, we place the **UNCRC** (United Conventions of the Rights of a Child) at the heart of its planning, policies and practice. The school has a Rights Respecting Ethos, where children are empowered to become active citizens and learners.
- We hold the Sainsbury's Games Platinum Award. The Platinum Award was launched 2017 as an extension of the School Games Mark to reward schools who have maintained consistently high standards with their school sport provision.
- We have been awarded the AfPE quality teaching mark for PE for 2018 – 2021. We are so proud of all of the amazing and hard work that goes on in PE in school and are delighted that our hard work has been recognised.
- A varied timetable for extra-curricular activities is offered by the school, with clubs that support the core curriculum offer, as well as those which develop specialist skills, such as fencing, whilst also extending the range of children's experiences. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.
- The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education and most make very good progress in most subjects and areas of learning. Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and those

who struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

- Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review and the celebration of good practice contributes to the ongoing commitment to evolve and improve further. All subject leaders are given training and the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

## **Impact**

- The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children's outcomes. We track carefully to ensure pupils are on track to reach expectations of our curriculum.
- Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose.
- Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

## **Early Years Foundation Stage (EYFS)**

The Early Years Foundation Stage (EYFS) statutory framework is a government document that all schools and Ofsted-registered early years providers in England must follow. It sets standards for the learning, development and care of your child from birth to 5 years old. The standards ensure your child will learn and develop well and are kept healthy and safe.

The Early Years Foundation Stage (EYFS) has been reformed and there is a new EYFS framework that all schools and settings are now following as of September 2021. These national changes have been made to better support all young children's learning and development. It is also the aim that the new framework will better prepare children for the transition into key stage 1.

There are some elements of the EYFS that have not significantly changed and some that have. Below are some of the key points from the new EYFS reforms that include relevant changes which parents, carers and children may notice or experience.

- Staff will be spending less time on large amounts of written observations and assessments for evidence. This means they can spend more time supporting and engaging with the children and their learning and development needs.

- Children will no longer be assessed against statements from an age band e.g. (40-60months). Instead, staff will use their experience and knowledge to monitor if a child's learning and development is on track for their age.
- The Early Learning Goals at the end of reception have been changed to become more clear and concise. Staff will use their judgements to assess if the children have met these goals at the end of the EYFS and inform parents and carers.
- There is an emphasis on improving children's language and vocabulary through increasing opportunities for conversations, reading of a wide range of books and holding discussions.
- Literacy and Numeracy skills focused on in the EYFS have been adapted to better match up with the National Curriculum that starts in Year 1.
- There is no longer an exceeding judgement at the end of EYFS. Children will instead be challenged to have a greater depth and understanding of ideas.
- Safeguarding and welfare of children is still a priority, with the added mention of teaching children about the importance of good oral health and how to keep teeth clean and healthy.

## What Will My Child Be Learning?

The EYFS framework outlines seven areas of learning and development and educational programmes. There are three **prime** areas of learning, which are particularly important for your child's development and future learning:



There are four **specific** areas of learning, through which the prime areas are strengthened and applied:



Early years practitioners also use your child's needs and interests to plan challenging and enjoyable activities and experiences.

## How Will My Child Be Learning?

The EYFS framework identifies the essential role of play in your child's development. It is through both child-led play and play guided by an adult that your child will develop confidence and relationships with others. Through play, EYFS practitioners will help your child to extend their vocabulary and develop their communication skills. A greater focus on teaching specific skills will occur as your child progresses through their reception year, which will help them to prepare for year one.

The EYFS framework identifies three characteristics of effective teaching and learning:



## EYFS Curriculum Design Statement

### Intent

Our Early Years curriculum is based on the Early Years Foundation Stage (EYFS) Statutory Framework, Development Matters 2021 and Birth to 5 Matters. These documents set expectations for children to achieve by the end of the Reception year. Children joining Nettlesworth Primary School come from a range of settings with varied experiences; we aim to plan and deliver a carefully considered curriculum which meets the needs of all children. Our curriculum is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. It builds on what children know and can do, towards increasing knowledge and skills for their future learning.

At Nettlesworth there is a sharp focus on language and vocabulary development, increasing opportunities for conversations and ensuring that all children can communicate effectively. We provide children with a secure knowledge of phonics, which gives them the foundations for future learning and prepares them to become confident and fluent readers. Our school's approach to Early Reading and Synthetic Phonics is Systematic. This ensures that children learn to read words and simple sentences accurately by the end of Reception.

We provide an enriching, purposeful and stimulating learning environment both indoors and outdoors which promotes exploration and curiosity. Play is an incredibly important part in the learning process; this paired with adult-led tasks ensures we provide a balanced curriculum with the same academic ambitions for almost all children. For children with particular needs, such as those with SEN and/or disabilities, their curriculum is individualised to meet all of their needs.

### Implementation



At Nettlesworth Primary School our children benefit from meaningful learning across the curriculum, ensuring that the children are immersed in a 'language rich' environment through a variety of stories, non-fiction texts, songs and nursery rhymes. New vocabulary is introduced regularly linking to the topic of learning, through whole class and group circle times, as well as in child-initiated play through high quality interactions with the children. New vocabulary is modelled effectively by adults supporting the play provision which encourages the sharing of ideas and curiosity of the world around them.

All staff at Nettlesworth are trained in delivering high quality Systematic Synthetic Phonics, using the scheme; 'Read Write Inc.' This ensures that children practise their reading both at home and in school using books that match their individual phonic knowledge. Our staff present information clearly to children, promoting appropriate discussion about what they are being taught. We communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, we respond and adapt our teaching as necessary to ensure that all children make the best possible progress. Staff in the Early Years promote a love of reading by carefully planning adult-led Literacy lessons based around stories or books of interest which link to the topic of learning.

Our staff are knowledgeable about the teaching of Early Mathematics. We provide adult led Maths lessons where children can gain a greater understanding of a range of mathematical concepts. Following these sessions, the children are encouraged to apply their knowledge in their play; through the high quality provision provided. We ensure that children have sufficient practice to be confident in using and understanding numbers as well as delivering activities that provides a strong basis for more complex learning later on. Across EYFS, the teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts.

In EYFS, our resources are chosen to meet the children's needs and promote learning. Our curriculum is taught through a wide range of topics chosen by the children and their interests. It focuses on teaching a balance of skills and knowledge through play and is based on the needs of the current cohort. Regular assessments are carried out through observations, 'objective led planning', class/ group work and 1-1 sessions. The knowledge of the children is then used to inform future planning and to support any interventions that need to be put in place. Our curriculum and care practices promote and support children's emotional security and development of their character; giving clear messages to children about why it's important to eat, drink, rest, exercise, upkeep body and oral hygiene as well as being kind to one another.

Characteristics of Effective Learning are an integral part of the Early Years and are important when carefully considering the learning environment and the opportunities that will be available. They include 'finding out and exploring', 'being willing to have a go', 'being involved and concentrating' and being a 'creative and critical thinker'. Our learning environment is carefully planned with the Characteristics of Effective Learning in mind and are constantly adapted to meet the needs and interests of our children. As a team, we value

the impact that provision can have and therefore have a range of opportunities for children to develop their Reading, Writing and Maths, but also fine and gross motor skills. These skills can be developed both indoors and outdoors and can be targeted through engaging activities that encourage curiosity and exploration.

In EYFS, we strive on developing strong and positive relationships with our families. Communicating effectively with parents is vital in ensuring good progress for our children. We communicate weekly through a home/school diary and provide information for parents about their child's progress regularly. Our parents are well informed about supporting their child's learning at home, including how to help their children learn to read in line with our Read Write Inc. phonics scheme. Parents also get the opportunity to share information, termly, about their child during a 1-1 initial parent meeting, this helps us plan a bespoke curriculum focused on the needs and interests of every child.

## Impact

The impact of our curriculum on what children know, can remember and do is strong. Our children demonstrate this through being deeply engaged and sustaining high levels of concentration. Alongside this, our continuous assessment ensures that our children make good progress towards the Early Learning Goals and reach 'good level of development' by the end of the Reception year. It also ensures that children are 'Year 1 ready' and can continue to make good progress as they move on to the next steps in their journey.

Our children, including those from disadvantaged backgrounds, do well. Children with SEN and/or disabilities achieve the best possible outcomes. Our children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way.

By the end of reception our children use their knowledge of phonics to read accurately with increasing speed and fluency. They have the personal, physical and social skills they need to succeed in the next stage of their education and present as highly motivated individuals. They share and co-operate well, demonstrating high levels of self-control and respect for others. Our children consistently keep on trying hard, particularly if they encounter difficulties and have a very good understanding of our school ethos and expectations.

Most children achieve the early learning goals, particularly in mathematics and literacy. Our children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Our children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment.

Our curriculum is reviewed regularly to ensure that it meets the needs of our current cohort of children.

## **Forest Schools**

In EYFS, we use the woods and the forests, as a means, to build independence and self-esteem in children. Topics are cross-curriculum including the natural environment. Personal skills of teamwork and problem solving are developed and the woodland environment is used to learn about more abstract concepts such as mathematics and communication.

## **Spiritual, Moral, Social and Cultural (SMSC)**

In our school our work with UNICEF/UNCRC on the Rights Respecting School agenda forms a vital part of and basis for all of our work in the area of SMSC.

All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided in religious education and the non-statutory framework for personal, social and health education (PSHE) and citizenship. A significant contribution is also made by the school ethos, effective relationships throughout the school, collective worship, and other curriculum activities.

### *Spiritual Development*

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

### *Moral Development*

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

### *Social Development*

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

## *Cultural Development*

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

## *Promoting Personal, Social and Health Education and Citizenship*

The non-statutory guidelines for PSHE and citizenship are designed to help schools establish coherence and consistency, and to promote curriculum continuity and progression in pupils' learning. This in conjunction with our RRSA work provides a wide platform for our children to learn about their place in the world and develop into rounded individuals who are ready to take up their place in a multi-cultural, global world.

From September 2020, **Relationships and Health Education** has become statutory across all primary schools and this is taught in our school through a PSHE/SEAL spiral curriculum. This will ensure that PSHE/SEAL is embedded across the school and the children's knowledge is built upon each year.

PSHE is studied in six half-term units. Each topic has links to areas of the new statutory requirements.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), through our UNCRC/Rights Respecting Schools ethos and safeguarding workshops.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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

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

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

that some children may have a different structure of support around them (for example: looked after children or young carers)

## **British Values**

Schools have been asked to explain how they promote British values. So what are 'British' values? There are certain values that have been attributed to being British, by the government and some institutions.

## **Reading**

Children begin their reading journey in EYFS where they learn the sounds that each letter makes. They are then shown how to blend these sounds to read words. We use phonics and Read, Write, Inc in EYFS and throughout school to teach children how to read. From first recognising sounds to being able to read fluently. Alongside, being shown how to blend, children are also given opportunities to learn high frequency words and common exception words. By the end of year 2, we hope that children are fluent readers and in Year 2 we begin thinking in greater depth about what children are reading, encouraging children to predict and infer meaning. Reading continues to be promoted throughout the school and children are exposed to authors and books that will help develop their imagination and love of reading.

## **Writing**

Again the writing journey for our children begins in EYFS where children develop their fine motor skills in order to hold a pencil correctly. Children are then shown how to form letters. They are given many opportunities to write and as children move through school they gain stamina for writing at length and they are shown what they need to do to make their writing interesting and/or informative. Teachers plan interesting and engaging lessons for children using texts that model excellent writing.

## **Numeracy**

At Nettlesworth Primary, we follow the National Curriculum covering the main topics of: number, place value, calculations, geometry and statistics. We use scholastic as a framework for planning. Each individual year group covers age specific material, progressing and building on last year's work. Children are given the opportunity to revisit these topics each term.

Numeracy is daily for 1 hour with extra time given for mental maths, arithmetic and times tables. We are part of the Great North Maths Hub where we share expertise with other schools in developing challenge for all children.

## **Science**

At Nettlesworth Primary School, we teach science weekly as part of the curriculum. We follow the National Curriculum objectives for Science and plan exciting and imaginative activities based around these to capture children's imaginations and allow them to ask important questions about the world around them. We follow an investigation based curriculum and allow, wherever possible hands on experience of how things work.

## Computing

The computing curriculum at Nettlesworth Primary School equips pupils to use computational thinking and creativity to understand and change the world. The curriculum has three focus areas, computer science, digital literacy and information technology. Through these focus areas, 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 learn how to use information technology to create programs, systems and a range of content. Gaining the knowledge, skills and understanding throughout the curriculum allows pupils to become confident and responsible users of current and emerging technology. Our learners are encouraged to be 'Digital Learners', embracing the use of technology and develop their use of computational thinking and creativity.

The computing curriculum is planned and sequenced so that new knowledge and skills builds on what has been taught before, working towards developing deeper understanding and skills in order to apply these in any context. Throughout the curriculum pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science and engineering. Planning ensures opportunities to demonstrate core values, skills for life and develop STEM knowledge and skills which reflect regional employment priorities. Pupils learn how to express themselves and develop ideas through information and communication technology.

Underpinning our curriculum, is the high importance we place on pupils understanding of how to keep themselves and others safe and the need to be responsible and respectful both in and outside of school. We ensure pupils understand the need to consider their digital footprint and what they should do if they are concerned or worried about something online.

In EYFS pupils learn how to keep themselves safe, explore programmable toys and begin to use applications for a specific task. In KS1, the computing curriculum focuses on pupils developing their understanding of creating digital content, learning about algorithms and simple programming and providing pupils with the knowledge and understanding of how to be safe when using technology. A challenging and broad curriculum in KS2 further develops pupils' knowledge, skills and understanding through applying fundamental principles of computer science, including abstraction, logic, decomposition and debugging. Pupils design and write more complex programs that simulate physical systems, linking this to real world problems. They learn how internet services can be used to share and present information and how data is shared on a network. The knowledge, skills and understanding gained in each stage equips our pupils to become confident, independent, responsible and resilient, users in a constantly evolving technological world.

We also (whenever possible) integrate our computing curriculum with other subjects such as history and science.

## **History**

Pupils are given access to the past through structured teaching of important events in the history of Britain, Europe and other parts of the world. They are helped to build a clear chronological framework of the development of societies from ancient to modern times by making links across the different study units. They are given opportunities to investigate local history and to learn about and interpret the past from a range of primary sources.

## **Geography**

At Nettlesworth Primary School, our aim is to provide a Geography Curriculum that follows guidance set out by the Government in the National Curriculum and to provide a means of exploring, appreciating and understanding the world in which we live.

We aim to:

- Stimulate curiosity about the environment around us and the wider world.
- Develop geographical skills.
- Develop and understanding of the world by studying places close to us and further afield.
- Provide knowledge of the interaction between physical and human processes and how these affect the world.
- Provide opportunities for field work and exploration of the environment around us.

## **Music**

Each class uses a Durham Music approved program called Charanga to deliver the Music Curriculum. This allows a broad range of styles, instruments and songs to be covered throughout the school. Children have regular opportunities to sing in assembly.

## **Art, Craft and Design**

We follow the National Curriculum Objectives for Art and plan different activities for each year group to give the children an opportunity to explore different mediums, materials, textures and form. Each year group studies different artists and this allows our children to experience a range of cultures and concepts.

## **Design Technology**

We meet the needs of the National Curriculum for Design Technology by ensuring our main focus of teaching is to give children real life problems and scenarios that give their design, production and evaluation a real life feel. Children have the opportunity to work with a

range of different materials and focus across the school changes as the child gets older. We work with children to ensure they have experiences of working with construction, textiles, food among many other areas.

## **Modern Foreign Languages**

Here at Nettlesworth Primary School, we believe that learning a foreign language provides a valuable educational, social and cultural experience in preparation for future life. We teach French from EYFS to Year 6 in a fun and enjoyable way through choosing interesting and relevant topics that will engage and stimulate learning and develop children's curiosity of language.

## **Religious Education**

Religious Education makes a major contribution to the education of our children. It helps pupils develop knowledge and understanding of religion and of the differing religious and non-religious beliefs represented in Great Britain today. Children start to think about their own experiences, feelings, beliefs and values. In Religious Education our children learn about people from a wide variety of faiths and beliefs. As a result, children develop respect, tolerance and friendship. At Nettlesworth Primary School, we follow the Durham Syllabus and have planned Religious Education to ensure children can build up a picture of: Christianity, Buddhism, Hinduism and Sikhism.

## **Physical Education**

Pupils receive two hours of timetable PE per week through which we develop the six areas of activity as set out in the National Curriculum- Dance, Games, Gymnastics, Athletics, Outdoor and Adventurous activities and Swimming. Children are given the opportunity to swim during KS2 and we aim for all pupils leaving the school to be able to swim at least 25m in line with curriculum expectations. We also make sure children are involved in 30 minutes of activity per day through timetabled activities at break and lunch time provided by our Sports Leaders and Maths a Day. Sports taught throughout the school include football, tag rugby, netball, basketball, rounders, kwik cricket, hockey, golf, tennis as well as athletics. All pupils take part in a range of festivals both within school between year groups and with other schools through Durham and Chester-Le-Street School Sports Partnership. We have weekly sports extra-curricular clubs including: multi-skills and Rapperdance.

## **British Values**

The Department for Education state that schools should "promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

All of these values encompass elements of a child's Spiritual, Moral, Social and Cultural Development (SMSC). SMSC Development takes place through all areas of the curriculum,



including PSHE, R.E., History, Geography, Computing, Music, Art and D.T., P.E., Science, Maths, English and French.

At Nettlesworth Primary School we are committed to fundamental British Values and teach them in the following ways:

### **Democracy**

Democracy is embedded at the school. Children are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. This is also supported by our PSHE curriculum which covers fairness, compromise and resolving conflict. Children also have the opportunity to air their opinions and ideas through our School Rights Respecting Council, Pupil Improvement Plan, Daily Circle Time and regular questionnaires. The concept of democracy is reinforced through KS2 History lessons (the Greeks) and assemblies which have addressed how general elections and parliamentary democracy works in the United Kingdom.

### **The Rule of Law**

The importance of the Rule of Law is consistently reinforced whether they are those that govern the class, the school or the country. Our school has rules which are embedded in our work every day. Each class also discusses and sets its own rules that are clearly understood by all and are seen to be necessary to ensure that every class member is able to learn in a safe and orderly environment. The Rule of Law is included in our PSHE curriculum. Our children are taught the value and reasons behind laws, both in school and in wider society. They understand that they govern and protect us, the responsibilities that this involves and the consequences when laws or rules are broken. The laws related to alcohol, drugs and tobacco are covered. Visits from authorities such as the Police and Fire Service, NSPCC and the School Nurse, the Year 6 Safety Carousel and Internet Safety Day help reinforce this message in our PSHE lessons. Designated British Value Assemblies, Rights Respecting Assemblies and Safeguarding Workshops covering the 'Rule of Law' have focused on school issues such as lunchtime rules, why washing your hands is important and how the legal system works.

### **Individual Liberty**

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our children to make choices safely, through the provision of a safe environment and an empowering education. Our children are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms, linked to the United Nations Convention on the Rights of the Child, and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety Computing and PSHE lessons. Whether it is through choice of challenge, of how they record information, or of participation in our numerous extra-curricular activities, our children are given the freedom to make choices. Assemblies and PSHE lessons cover gender stereotypes, heroes of liberty (e.g. Martin Luther King), and the UN Convention.

## Mutual Respect

Our children know and understand that it is expected that respect is shown to everyone, whatever differences we may have. We have a multi-cultural school community and we are committed to developing respect for all cultures. We believe that this respect is fostered through PSHE lessons (focussing on families, caring and respectful relationships in real life and online) and in RE. As well as developing intercultural understanding through the vehicle of Primary Languages, our Peer Mentor programme in Year 4 encourages mutual respect of our diversity.

## Tolerance of those with Different Faiths and Beliefs

Our core values ensure tolerance of those who have different faiths and beliefs. At Nettlesworth Primary School we have children from a variety of religious backgrounds, including those with no religion. We enhance children's understanding of different faiths and beliefs through Religious Education, PSHE work and learn about other places of worship to deepen understanding of different celebrations and beliefs. These are studied in depth, with visitors being invited into our school to enrich and extend understanding. The History curriculum in Year 5 and 6 covers the important issue of the Holocaust and the effect of a system which lacked such tolerance. KS1 and KS2 assemblies show examples of people showing tolerance of those with different faiths and beliefs.

All of these values encompass elements of a child's Spiritual, Moral, Social and Cultural (SMSC) Development. SMSC Development takes place through all areas of the curriculum, including PSHE, R.E., History, Geography, Computing, Music, Art and D.T., P.E., Science, Maths, English and French.

## Cultural Capital

### What is Cultural Capital?

At Nettlesworth Primary School, we strive to equip pupils with the knowledge and **cultural capital** they need to succeed in life. Our understanding of this knowledge and cultural capital matches that found in the aims of the national curriculum. It is the essential knowledge that pupils need to be educated citizens. **Cultural capital** is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their **cultural** awareness, knowledge and competence; it is one of the key ingredients our students will draw upon to be successful in society, their career and the world of work. **Cultural capital** promotes social mobility and success in society.

### *Six key areas...*

**We recognise that there are six key areas of development that contribute to the development of a student's cultural capital:**

Personal Development

Social Development, including political and current affairs awareness

Physical Development

Spiritual Development

Moral Development

Cultural development

### *Cultural Capital and our Curriculum*

Each subject area makes its own contribution to students' cultural capital development. This may be through lessons, after school clubs, visits, assemblies and/or other aspects. In addition, we specifically teach careers, aspirations and skills for life.

## **Character Education**

### **What is character education?**

Character education can be broadly described as an approach to developing a set of values, attitudes, skills and behaviours that are thought to support young people's development and contribute to their success in school and in adult life.

### *Why is character education important?*

Extensive research completed over many years and in many countries, has shown that learning social and emotional skills and developing certain behaviours and attitudes can have a positive impact on pupil attainment. Emotions can support or impede pupils' learning, their academic engagement, work ethic, commitment and ultimate school success. A number of specific social and emotional skills have positive effects on academic achievement:

- Pupils who are confident about their learning and who have a 'growth mind-set' (they believe their most basic abilities can be developed through dedication and hard work) persist when faced with challenges.
- Pupils who can set goals, manage stress and organise their school work achieve higher grades.
- Pupils who use problem-solving skills to overcome obstacles do better academically.
- Social and emotional competencies have been found to be a more significant determinant of academic attainment than IQ.

We believe that Character Education within Nettlesworth Primary School is driven through the foundations of our Rights Respecting School values.

Every aspect of school life and our curriculum offer opportunities to develop character.

### *Teaching Character across Nettlesworth Primary School*

Character education is in the heart and soul of everything we do across Nettlesworth Primary School. We strongly believe in growing the individual child alongside delivering an exciting, motivating and engaging curriculum. We understand that what we teach children in school and what parents do at home helps shape the character of our children and their future. Character is something that forms and takes shape over a lifetime, formed by the many opportunities, experiences, decisions and interactions that happen every day.

The Rights Respecting Schools values, drive everything we do and are central to the whole school curriculum. Taking a child-centred approach, the constructing of our 'bespoke' curriculum used an integrated approach between staff and pupils working together to formulate the learning journey that broadens horizons, celebrates our local area and involves parents and the community with school learning.

Our curriculum provides purposeful learning opportunities where pupils draw upon and develop key 'skills for life' and characteristics, through an immersive approach. Across school, we want to create a culture both in and out of school where children are given every opportunity to rehearse and strengthen their sense of themselves.

As a school, we understand that 'characteristics' are equally as important as reading, writing and maths....characteristics such as *curiosity, self-control, teamwork, independence, concentration, resilience* etc. are life skills needed for our pupils to be the best they can be and are the solid foundations needed for success at school and in adult life.

### **Careers Education, Information and Guidance (CEIAG)**

At Nettlesworth Primary school we pride ourselves on being a place which fosters a life-long love of learning by providing a range of opportunities which help our pupils to make progress towards their learning and employment goals. Careers Education, Information and Guidance (CEIAG) is a major contributing factor towards preparing young people for the opportunities, responsibilities and experiences they will encounter in school, in further education and in working life. It not only supports children to achieve their full potential, but also empowers them to plan and manage their own futures, raises their aspirations and promotes equality, diversity and social mobility.

### **Benchmarks for Good Career Guidance**

#### **A stable careers programme**

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.

#### **Learning from career and labour market information**

Every pupil, and their parents, should have access to good quality information about

future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.

### **Addressing the needs of each pupil**

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

### **Linking curriculum learning to careers**

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.

### **Encounters with employers and employees**

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes.

### **Experience of workplaces**

Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

### **Encounters with Further or Higher Education**

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

### **Personal Guidance**

Every pupil should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Nettlesworth Primary is committed to achieving these career benchmarks as part of our careers programme which is underpinned by other key school policies including the PHSE policy, the Curriculum Policy and the SEND policy.

### *How we Support Early Career Aspiration at Nettlesworth:*

We know that even at the young age of three or four, children are already starting to form their first aspirations. By six they are starting to have opinions on what they think they can or can't do in the future. And by the time they're 10, young people start to make decisions which could go on to limit their future options.

This is why we have embarked on a pilot programme partnership with North East Local Enterprise Partnership (NELEP) to strengthen careers guidance for pupils and help open their eyes to the range of possibilities their futures hold.

The support from colleagues from NELEP will help us to make sure that all Nettlesworth children have the best possible guidance to help them understand the exciting opportunities that are open to them as they grow up.

It's not about children choosing their future jobs at this very young age. It's about helping our children and young people to have ambitions and aspirations for themselves, helping them to learn about the variety of jobs open to them and the fantastic range of opportunities we have in the region, and to gain a broad understanding of the routes to get into work, including the essential skills and attitudes required to be successful in the workplace.

### **Growth Mindset**

At Nettlesworth Primary School, we know that pupils who have a positive attitude towards their learning will make good progress and be successful. Consequently, instilling all our pupils with 'growth mindsets' has become a key priority for the school from January 2018. We have introduced the theories of Dr Carol Dweck to staff and pupils and are determined to embed its ideas within our school ethos.

We want all our pupils to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve, not only with us, but also in their future lives as adults.

We are very excited about the prospect of nurturing a growth mindset culture at Nettlesworth Primary School. Please see the Growth Mindset presentation shown to parents.

### **Encouraging children to become confident and resilient learners**

Learn, explore and grow together. This is what we embed in all of our pupils here at Nettlesworth Primary School. We know that in order to fulfil the potential of our pupils and

encourage them to become confident and resilient learners we, as a team of parents and staff, need to be modelling the mindset of a learner who is not afraid of making mistakes but who thrives upon them, knowing that this is all part of the learning process. The way in which we encourage children to learn and explore is vital to their success, not only at school but at home as well.

At Nettlesworth, we consistently endeavour to challenge and develop the attitudes of all pupils and staff towards learning by considering what makes a successful learner. We have dedicated sessions in class to address what kind of learners we want to be and how we can positively approach challenges inside and outside the classroom. The school is buzzing with talk of perseverance, challenge, risks and celebrating mistakes.

Central to this attitude and approach to learning, are the theories and proven evidence of Growth Mindset. This is a term coined by psychologist Carol Dweck and her research has identified the characteristics of learners with a fixed and a growth mindset:



Key aspects of growth mindset at Nettlesworth Primary School:

- We celebrate making mistakes – we can learn from them;
- We never give up – perseverance is the key if we are to succeed;
- We learn from each other;
- We don't compare ourselves with others;
- We challenge ourselves and take risks;
- We remember that our brains are making new connections and growing all the time.

