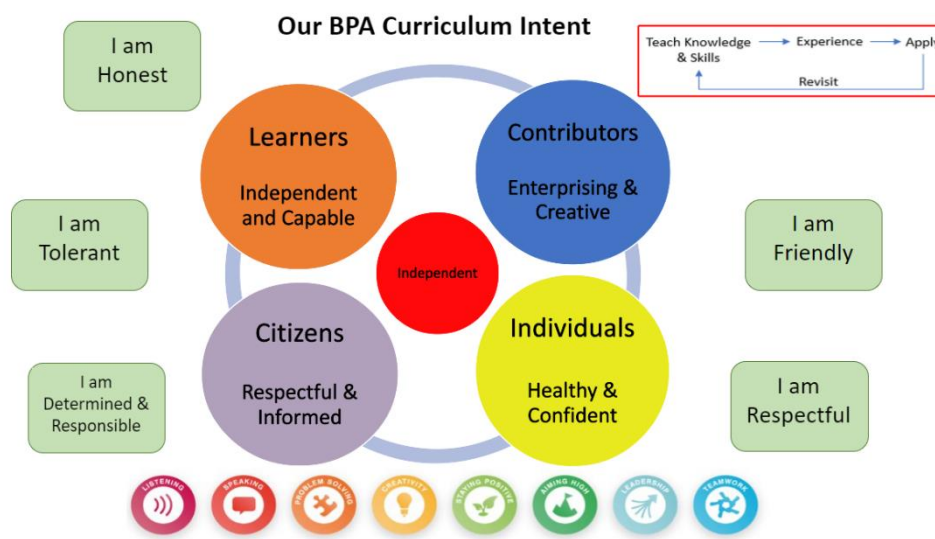




BEACON PRIMARY ACADEMY

Our Curriculum Intent

At the Beacon Primary Academy our curriculum is based on what we believe our children need from us to support them in being successful, thriving young people and adults. The diagram below summarises the views of our school community and what we believe are the essential ingredients of our curriculum.



We want to help each child become:

- resilient and capable learners
- enterprising and creative contributors
- healthy and confident individuals
- respectful and informed citizens

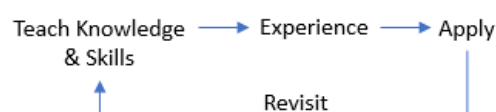
...that will enable them to become independent adults.

This will enable our children to be...

- *prepared for their future lives**
- *secure key knowledge**
- *be given real experiences***
- *have the opportunity to apply their knowledge in a range of contexts***

A key component of our curriculum development is to ensure that the children can have the opportunity to...

- *revisit and build on prior learning**
- *ensure key facts and vocabulary are secured***



We will do this by supporting, guiding and inspiring our children through excellent teaching practices that expose the children to opportunities to teach specific skills:



By working with our families, we create an aspirational environment and academy community where everyone is valued and successes are celebrated.

As part of the Greenwood Academies Trust we benefit from being part of a wider community. The Curriculum Leaders meet termly to share best practice, ideas for curriculum development and provide challenge across the academies.

Implementation

Aims

- Motivate and challenge our children to achieve academic success.
- Partner with families to create an aspirational school community.
- Appreciate the uniqueness of each child and recognise their potential.
- Support, guide and inspire through excellent teaching practices.
- Create a curriculum experience that provides a range of opportunities and builds skills for future life aspirations.

Academy Expectations

- Staff have high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from children.
- We expect children to make rapid and sustained progress in lessons and over time.
- We expect teachers to support children in developing independence.
- We expect teachers to systematically check understanding, intervening in a timely manner when needed.
- We expect children to be challenged, as well as being given regular consolidation and revisiting opportunities.
- We expect teachers to regularly provide high quality feedback to children through dialogue and lessons that respond to pupils' learning needs.

Effective Teaching

At The Beacon Primary Academy we embrace a pedagogy of 'Personalised Learning'; an approach which expects all children to reach or exceed national expectations, to fulfil their early promise and develop latent potential. High expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; and teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain trajectory. The teacher's priority is to support children so that they can keep up with the pace of learning and make good rates of progress. Termly Pupil Progress Meetings are held alongside the class teachers to discuss each pupil and the whole cohort to ensure that attainment and progress are maximised.

Key Foci for Effective Teaching:

1. Quality first teaching

- Highly focused lesson design with sharp objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue;
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise to motivate children.

2. Target setting

- Individual children's progress tracked;
- Strengths and weaknesses identified supporting planning and intervention
- Data collected on a regular basis and shared with staff and children;

- Children have regular opportunities to discuss their progress. Teachers actively involve children in setting and reviewing their progress towards their targets;
- Teaching, interventions and revision programmes are adjusted in the light of progress children make;
- Parents and carers are regularly updated on their child's progress;
- Processes run across the whole academy to ensure consistency and are regularly evaluated by SLT to ensure that the needs of all children are being met.

3. Focused assessment

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps. We use the PiXL assessment materials during the year to inform future planning in a very bespoke manner.
- Day to day, Periodic and Transitional assessments used effectively;
- Assessment for Learning (AfL) evident across the academy – learning objectives, learning outcomes, success criteria, self and peer evaluation

4. Intervention

- Individuals and groups who are not making sufficient progress are identified;
- Provision for intervention is mapped according to need;
- Learners are enabled to perform beyond the norms expected for their year group where appropriate;
- Interventions are evaluated by each class team and relevant adjustments are made;
- Class teams regularly meet to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.
- Interventions will often respond to the instant needs of the children, from that session, day or aspect of learning identified as requiring further development.
- The PiXL resources are used to support the delivery of interventions and are specific to the pupils' needs.

5. Learning environment

- The learning environments are tailored to meet the needs of the class. We have a working wall style approach for all classroom display boards and these are created alongside the pupils on a daily basis. Primarily, they support learning for all pupils but also offer opportunities to celebrate high quality outcomes.
- Vocabulary is a key priority – linking with the need to secure knowledge in each subject area.
- Organisation of the classroom/learning environment adapted to the children's learning needs.
- The use of learning resources and IT is developed to allow children to work independently and successfully.
- Aim to make effective use of other spaces – 'outdoor classroom', woodland area, hall space.
- Corridor displays are used to celebrate learning from the previous term and contain a range of subject areas.

6. Curriculum organisation

- The curriculum is designed to cater for the needs and interests of a full range of learners.
- The curriculum is based on the National Curriculum and the staff team plan in a cohesive way to ensure a clear sequence of learning that builds on prior learning and makes links within and across subjects.
- Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives.
- 'Building Futures' is a key element of the curriculum. Explicit development of life skills is at the heart of the provision and the pupils experience many aspirational career opportunities to build their aspirations for the future. The Skills Builder Programme is used to support this aspect of our curriculum.
- PHSE and RSE are also a priority for our pupils, supporting them to be good citizens and healthy and confident individuals. (See visual above)

7. Extended curriculum

- The academy offers a full range of 'out of hours' activities and clubs which enhance and extend the basic curriculum;
- We ensure access for all;
- Parents and carers, as well as the wider community, are involved in extended provision;
- Access to other services is provided or arranged, including health and social services.

8. Supporting children's wider needs

- The academy maintains close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children;
- Employ an 'Education Welfare Officer' and a 'Family Support Worker' as points of contact for parents and carers.

Effective Learning

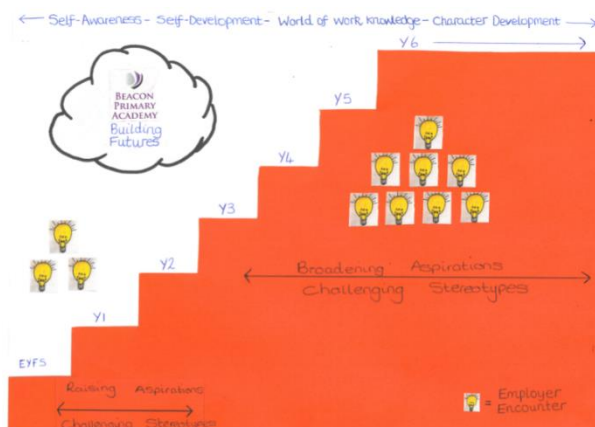
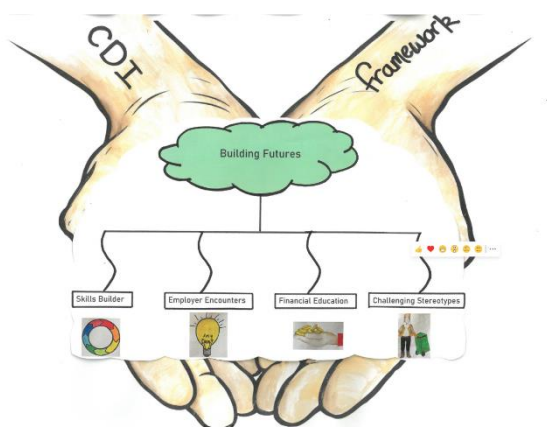
We acknowledge that people learn in different ways and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them.

We offer ways for children to learn in different ways including:

- investigation and problem solving;
- open ended tasks;
- reasoning;
- research and finding out, with independent access to a range of resources;
- group work, paired work and independent work;
- effective questioning;
- presentation and drama;
- use of IT;
- visitors and educational visits;
- creative activities, designing and making;
- use of multimedia, visual or aural stimulus;
- participation in physical or athletic activity;
- Homework – when appropriate;
- extra-curricular clubs and activities.

Our Curriculum

Our curriculum has 'Building Futures' at the heart of its purpose. Building aspirations is key to support pupils in having confidence in themselves and understanding the wider world around them. Embedding the CDI Framework remains a focus and we continue to aim to drive this through our curriculum.



EYFS Curriculum

In Reception, we follow the Early Years Statutory Framework as set out in the Statutory Framework for the Early Years Foundation Stage published in March 2014 and updated in 2021 by the DfE. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. There are seven areas of learning and development that are taught in early years, all areas of learning and development are important and inter-connected. The prime areas consist of three areas of learning that

are crucial for igniting children's curiosity and enthusiasm enabling children to acquire the key skills to learn effectively and form secure relationships. These areas are:

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

The four other areas, the specific areas, are also taught. These strengthen and allow the prime areas to be applied. The specific areas are:

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

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis. Each area of learning and development is taught through planned, purposeful play and through a mix of adult-led, adult-initiated, and child-initiated activity. In particular, we try to ensure that the development of real-life skills such as how to use cutlery or how to ride a bike are evident within our curriculum and suit the needs of our children.

Continuous Provision is essential for children's development, enabling them to build their confidence as they learn to explore, problem solve, and relate to others. Children learn by leading their own play, and by taking part in activities that are directed by adults. They develop key life skills such as independence, innovation, creativity, enquiry, analysis, and problem solving setting them up for their future learning journeys.

English

At Beacon Primary Academy, English and the teaching of English plays a key role in developing the foundation of our curriculum. Our English lessons develop pupils' spoken language, reading, writing and grammar and vocabulary. English is taught in a cross-curricular way, linking 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, across the whole curriculum. By equipping children with these vital skills we are providing them with opportunities to be resilient and capable learners, respectful and informed citizens, creative contributors and confident individuals.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. 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 follow the writing structure of 'The Write Stuff' by Jane Considine and its clear pathway to promoting effective writing.

Handwriting, Spelling and Grammar sessions are incorporated into the English lessons and also on their own merit within the timetable. A range of extra activities are used to promote literacy within the school including themed days such as World Book Day, author visits, use of the outdoor area and trips.

At Beacon Primary Academy, we strive to teach children to read effectively and quickly, using a consistent Phonics programme which includes the daily teaching of synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. We passionately believe that teaching children to read and write independently, as quickly as possible, is one of the core purposes of our school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances

Children are tracked on their phonics progression, alongside their reading fluency and interventions are swiftly put into place for any child who may need extra support. Our pupils are encouraged to read for pleasure and to read widely, which is celebrated as a whole school in weekly celebration assemblies.

The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books and cover the key reading domains to develop key skills in reading comprehension. Parents are given clear expectations about reading at home and receive any support needed through parent workshops to develop their use of phonics and how this can be used at home to support their children. The children are also given the option to take a home a book to read for pleasure and of their choice. As a school we also ensure that children are read to by a teacher every day. This could be a class book or a recommendation from a child.

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>

Drama

Drama is used as a key tool in developing oral 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 are used in literacy 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 they children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are increasing opportunities for our pupils to perform as they progress through the school.

Mathematics

Learners – Resilient and Capable	Citizens – Respectful and Informed	Contributors – Enterprising and Creative	Individuals – Healthy and Confident
To use earlier mathematical teaching to set the foundations for future learning which will ensure progression throughout their Maths experience. To become independent learners by developing knowledge and understanding of new mathematical teaching, in turn applying these skills to problem solve in Maths and the wider curriculum.	To know how to apply their Maths skills in real life experiences and be able to engage in the outside world.	To contribute and discuss individual strategies to show how they have applied their skills and to confidently question learning to deepen their understanding	To be confident in their selection of strategies when using and applying their mathematical skills

At the Beacon Primary Academy we embrace the Mastery approach to teaching mathematics. In Maths we follow the National Curriculum along with using White Rose to show our long term plans for the teaching of Maths. Our teachers will ensure that mathematical skills are taught every day following the teaching approach ‘Teach, Practise, Apply’ approach. We also use cross curricular opportunities to develop pupils’ mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in calculation where they take part in regular maths blasts two to four times per week and to apply the skills that they learn to problem solving and reasoning.

Problem solving opportunities are modelled and a regular part of our Maths provision. We encourage the children to be independent learners by guiding them to use their learning environment, work with a peer and by modelling these strategies regularly. The activities provided cover a wide range of mathematical knowledge, many with an emphasis on practical work. Mental maths sessions are also a priority to ensure speed when solving problems. We build on skills and understanding in a step by step and progressive way, following our Maths calculation policy and continue to embed place value, the four number operations and the understanding of fractional parts in everyday academy life. There are extra activities throughout the year to promote mathematical skills and thinking including participation in *World Maths Day*. Children have access to a wide variety of resources including things like TT

rockstars, PiXL times tables and more. This will help the children to embed their recall and understanding of the multiplication facts.

National Curriculum Mathematics Programmes of Study:

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

Science

Our Science curriculum provides a balanced focus on both knowledge and enquiry skills, which are delivered to developed our learners independence as well as encouraging the ethos of learning through high quality questions. We link all aspects of our curriculum to our wider curriculum intent – the table below how we feel our Science curriculum compliments this.

Learners	Citizens	Contributors	Individuals
Resilient & Capable	Respectful & Informed	Enterprising and creative	Healthy and Confident
<ul style="list-style-type: none"> Resilient to try out investigations Capable of modifying and improving their work Capable of using scientific vocabulary Building on prior learning to progress in knowledge and skills 	<ul style="list-style-type: none"> Informed in their knowledge of the world around us in a range of scientific areas Offer real life experiences and visitors to enhance and reinforce curriculum knowledge 	<ul style="list-style-type: none"> Innovative in their investigations Contributing to our community through science, such as improving and conserving habitats 	<ul style="list-style-type: none"> Understand how the body works and how to keep it healthy, such as learning about how our body changes and teeth Confident in their scientific knowledge

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1>

Art and Design

We aim for our pupils to be given the following opportunities to develop their understanding, creativity and enjoyment of Art.

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art form

Art has a very important place in our curriculum. 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, printmaking and digital media.

We have *Art Days* with a whole school focus on one artist or painting and we include art in our themed weeks. We have a termly focus across the school of a specific artist which generates a corridor display for children to contribute to through home and school learning.

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.

National Curriculum Art Programmes of Study

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

Design Technology

We aim for children to leave Year 6 with the knowledge, skills and a love of art which will enable them to creative individuals as they grow.

Skills are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school. Evaluation is an integral part of the design process and allows children to adapt and improve their product, this is a key skill which they need throughout their life. D&T allows children to apply and revisit the knowledge and skills learned in other subjects and links are made to provide a clear purpose to their learning.

Children will be given a range of experiences including; mechanisms, textiles, food technology, structures and electrical systems (in Keys Stage 2). The DT curriculum has been structured to support children to be able to think critically and develop a more rigorous understanding of art and design. As children progress through the school, the DT curriculum allows them to build upon prior knowledge and skills, giving them opportunities to apply them to a new context. In order to prepare them for their future DT teaching will also support the children to develop key learning behaviours: resilience, risk taking, resourcefulness, relationships and reflection.

The **National Curriculum** for Design and Technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world;
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users;
- Critique, evaluate and test their ideas and products and the work of others;
- Understand and apply the principles of nutrition and learn how to cook.

Computing

Our purpose is to embed a key understanding of how to keep themselves safe online, to become IT literate and to create programmes to aid tasks in everyday life.

Our aims for Computing link closely to our wider Curriculum Intent – see the table below.

Learners	Citizens	Contributors	Individuals
Resilient & Capable	Respectful & Informed	Enterprising and creative	Healthy and Confident
<ul style="list-style-type: none"> • Able to think logically about a problem • When things go wrong, they think of different solutions- having been taught a range of different software etc • Being unafraid when using new or different technology, being able to adapt when something is new or something changes. • Capable • Range of skills from the basic skills policy- built up on year on year in school. • To use a foundation of computing knowledge to build and develop skills in different areas. • SEN- Using technology to support learning with increasing independence. 	<ul style="list-style-type: none"> • E-safety is an important element, and crucial for ensuring that the children are able to use the internet and other technologies safely, and without fear, being knowledgeable about the different steps that they can take to keep themselves and their personal information safe online. • How to be a good online citizen • Able to be discerning with online content. Knowing how to use the internet to find/improve knowledge. Knowing how to find a good source of knowledge. How to tell if something is trustworthy. 	<ul style="list-style-type: none"> • Able to achieve using technology • Able to make technology work for them to achieve what they want to, in a range of contexts • Able to problem solve and think logically and creatively about how to do something • Developing employable skills. Being independent with technology- using technology – SEN?? 	<ul style="list-style-type: none"> • Confident in using a range of software packages to achieve a goal • Confident in how to behave online, how to respond when something happens that we do not like/ feel comfortable with • Healthy- mental health and social media. Again, E-safety

Computing skills stated in the [National Curriculum](#) 2014.

- Keeping themselves and others safe online and understand how to interact with others online.
- Understanding how and when to use information technology for a purpose.
- Use algorithms and pieces of code.
- Modify algorithms and pieces of code to serve a specific purpose
- Create algorithms to aid with tasks that we are faced in everyday life

IT skills are taught discretely but our approach is to integrate IT into all lessons: the use of laptops and other hardware such as cameras and iPads is as much part of our learning tools as pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years.

National Curriculum Computing Programmes of Study:

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

Modern Foreign Language

We aim for pupils to:

- Explore the Spanish language, how it compares to English, including culturally.
- Children will develop their vocabulary.
- Pupils will develop their oracy skills and understand conversations.
- Reading and writing the language will be involved in sessions across KS2.
- Understand that there are other languages in our community and show respect to these cultures.

- Broaden their horizons to knowledge of different countries (focusing on Spain).
- Know where different languages are spoken around the world – supporting potential job opportunities in the future.

Our approach is to make learning a new language fun and memorable. Young pupils are very receptive to learning a new language; they like to pronounce the words and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. We will have discreet lessons on the timetable but we will also integrate the foreign language into the everyday routine. Staff have access to 'Early Spanish Language' to support the delivery of Spanish – other resources can also be used, as appropriate.

National Curriculum Language Programmes of Study

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

Music

We aim for pupils to foster an enjoyment and understanding of music under 3 main areas:

Creativity

- Children will develop their knowledge and skills of musical concepts.
- They will plan, create and perform their work as a musician.

Culture

- Allowing children to develop their sense of place in the world, while developing an appreciation for a range of musical styles.

Community

- Creating an enjoyment for music, extending to families and the wider community.
- Raising children's aspirations to pursue careers within the creative industry.
- Providing opportunities for pupils to perform to others, both within their school and beyond.

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. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons are, where possible, linked to learning in other subject areas and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking. We have a termly focus across the school of a specific composer which generates a corridor display for children to contribute to through home and school learning. This covers a wide range of musical styles (genres) and periods of music.

The Music Express programme will support our teaching of music across the school and we have a specialist teacher who teaches whole class performing across the school using singing, instruments and basic notation.

National Curriculum Music Programmes of Study:

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

PE Curriculum Journey Intent Statement

At Beacon Primary Academy we will provide a high-quality, inclusive, progressive PE Curriculum Journey which aims to ensure that our children:

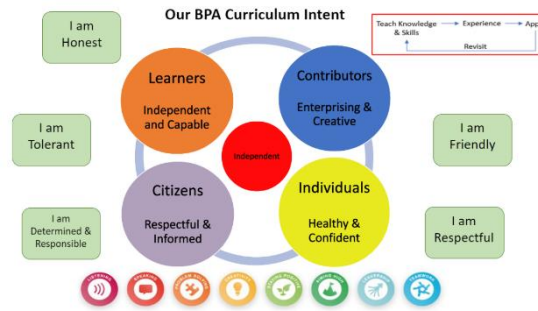
- ✓ are physically active for sustained periods of time and learn how to develop and lead healthy, active lives
- ✓ have opportunities to become confident and physically literate in a broad range of activities in a way which supports their wellbeing.
- ✓ learn how to cooperate and collaborate with others, as part of a team, understanding fairness, respect and tolerance
- ✓ become confident, resilient, creative and independent individuals
- ✓ are inspired, and competent, to participate and succeed in a broad range of physical activities and competitive opportunities
- ✓ develop leadership and team-building skills
- ✓ develop personal and social skills

As with all Curriculum Subjects, our PE Curriculum Journey compliments, supports and informs our Whole-School Curriculum Intentions. This is illustrated below with examples of how each of the key Whole-School Intent Outcomes are experienced, developed and achieved by our children as they progress through their PE Curriculum Journey.

Learners	Citizens	Contributors	Individuals
Resilient & Capable	Respectful & Informed	Enterprising and creative	Healthy and Confident
<ul style="list-style-type: none"> • Our children’s PE Curriculum Journey provides many opportunities for them to develop resilience, to challenge themselves, to learn from mistakes, to bounce back and try again, for example, when their Gymnastics or Dance routine needs to be refined, or they need to overcome losing in a competitive sports activity. • As our children progress through their PE Curriculum, they move from being capable of developing and displaying fundamental movement skills, to becoming increasingly competent and confident and able to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. 	<ul style="list-style-type: none"> • Our PE Curriculum Journey has been developed to ensure our children understand the importance of, and develop respect for themselves, others and their environment and community. • Our children will also develop personal and social skills including understanding the importance of, and displaying, compassion when working with others, with a partner or in a team, helping those who might be struggling in an activity or empathising with an opponent they have just beaten in a competitive situation. • Through competitive experiences within activities such as Games and Athletics our children are informed about the importance of, and develop a sense of fair-play and justice, playing by the rules and integrity. 	<ul style="list-style-type: none"> • Our children’s PE Curriculum Journey encourages our children to develop as independent learners, producing new, original, creative ideas to develop, for example, a dance activity or to overcome a team-building challenge. • Children have many opportunities to develop leadership skills, show initiative and resourcefulness, taking the lead in partner work in Multi-Skills activities for example, or thinking of new strategies to overcome their opposition in a competitive game situation. • As our children progress through their PE Curriculum Journey, they have many opportunities to contribute to team- building activities, partner work, and, for example, collaborative planning and evaluation across a range of activities including Gymnastics and OAA. 	<ul style="list-style-type: none"> • Through a wide range of physical activity experiences and opportunities on their PE Curriculum Journey, our children learn about the benefits of regular physical exercise and the importance of looking after their own health and well-being. • Our children’s PE Curriculum Journey promotes the development of self-esteem for all children by not only focusing on physical skills, but also praising and rewarding children for the development of, for example, personal, social and cognitive skills, and for team-building and leadership skills, perseverance and effort. • This inclusive approach ensures, therefore, that all children, not only the most able physical performers, experiences and achieve success within PE, resulting in enhanced self-confidence.

PSHE/RSE

PSHE is the foundation of our Curriculum Intent.



PSHE, or personal, social, health and education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes 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.

All our year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. The staff team have access to the 1Decision platform of online resources to support the delivery of PSHE/RSE and citizenship sessions. This package supports fruitful discussions through a scenario based approach and enables pupils to consider the feelings of others in a range of contexts/situations. Staff are free to use other resources, as they feel appropriate.

Expert visitors are invited into school to support the delivery of PHSE and key elements of RSE. A policy for RSE is available on our website.

National Curriculum PSHE programmes of Study

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

Religious Education

We aim for our pupils to be religiously literate and able to hold balanced and informed conversations about religion and belief.

We follow the Agreed Syllabus for Religious Education produced by the agreed syllabus for Religious Education in Lincolnshire. Religious Education (RE) is taught to all children, except those who are taken out by their parents.

During their time in school, pupils will:

- develop pupils' knowledge and understanding of Christianity as well as other principal religions and world views
- focus on concepts as well as content, within the context of enquiry based learning ☞ explore authentic religious material, e.g. sacred texts
- reflect diversity in terms of the changing religious landscape of the UK (see 2011 census below) so that they are prepared for life in modern Britain ☞ engage and challenge pupils
- reflect pupils' own experiences and provide a safe space for discussion
- present religious belief as a real, lived phenomenon, not something exotic or belonging to the past
- take into account the increase in the number of people with non-religious beliefs and identities
- provide opportunities for personal reflection and spiritual development
- help to prepare pupils for adult life, enabling them to develop respect and sensitivity for others

Assessment data is collated each term (x3) by class teachers and an overview maintained by the Curriculum Leader.

Religious Education DfE Guidance

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

History

We believe that a well-rounded History curriculum will allow children to gain a coherent knowledge and understanding of Britain's past and that of the wider world.

We aim for children to:

- Encourage historical enquiry
- Develop an understanding of historical chronology
- Use a variety of historical sources (e.g. diaries, letters, interviews, oral histories, photographs, newspaper articles)
- Develop an understanding of local, national and international history
- Encourage opportunities to make Comparisons and links across historical periods

We have taken the decision to teach our pupils the British History programmes of study in a chronological order. This supports their understanding of the events in order and prior learning is revisited before the delivery of each new area of learning.

Through the teaching of History, we endeavour to teach children 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. We believe that teaching History in this way is important in broadening children's horizons, challenging preconceived ideas and developing life skills in order to prepare them for their future lives.

Children explore key concepts as they move through the school. Our curriculum is laid out in such a way that the children will initially learn about their immediate history, that being their family and location. This will be a starting block in EYFS and built upon as they enter Key Stage 1. Once this is consolidated, they will gain a wider experience of global history. As a child moves through our school, their historical knowledge and understanding will deepen as it would have been built on the foundations laid in the previous years.

Knowledge organisers are used to support the key facts in History – these are sent home to parents and used within the classroom.

Assessment data is collated each term (x3) by class teachers and an overview maintained by the Curriculum Leader.

Programme of Study:

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

Geography

We aim to:

- Develop the pupils as geographical enquirers
- To develop an understanding of local, nation and international geography.
- Develop the use geographical sources
- To develop fieldwork skills to gather hands on geographical experiences.
- To offer comparisons and contrasts across countries

Pupils will have the opportunity to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

We have designed our geography curriculum to provide children with a knowledge and understanding of their local area, the United Kingdom and the wider world enabling them to make connections with other curriculum areas and acquire skills for later life.

Strong connections with other areas of learning are planned for to ensure knowledge is revisited regularly.

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

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year.

Trips and Visits

- We plan a series of trips throughout the year for each year group.
- The trips are directly linked to our topic work for example a Wonders of the World topic may include a trip to an aquarium in order to allow children to see marine animals in an environment replicating their true habitat.
- We organise a residential trip for our Year 5 pupils.

Workshops and specialists

- Each year group will take part in a variety of workshops throughout the academic year.
- These will link to their topic work or to a whole school theme. We invite specialists from a range of outside agencies eg the *Science Boffins*, *M&M Productions* and Roman Tours.
- All year groups have access to specialist teaching in Music (Piano Academy) and PE (JB Sports).

Themed days and weeks

- We also have themed days and weeks throughout the year eg *Roald Dahl Day*, *healthy eating week* and *enterprise week*.

The Role of the Academy Advisory Council (the AAC) & Trust Governance (the Trust Board)

Our local academy council are involved in supporting the academy in its delivery of its aims and values for the quality of teaching and learning. The monitoring of the consistent approach to Teaching and Learning at the Beacon Primary Academy is undertaken by the Primary Education Team, in the main through a linked Senior Education Adviser.

The Role of Parents

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Sending home a fortnightly newsletter;
- Sending home termly curriculum information updates and knowledge organisers;
- Holding regular Parent's Evenings and Termly Learning Conferences;
- Inviting parents in to the academy to share in their child's learning;
- Holding parent workshops where we explain assessment procedures and teaching and learning strategies;
- Encouraging parents to support their children at home with their phonics/reading - practising these key skills.
- One annual report at the end of each academic year.

Impact

The main source of impact will always remain the quality and breadth of work seen in pupil's books and the learning environment, as well as the learning that pupils can remember. As an academy we are striving to raise the expectation of learners and the quality of work they produce from a rounded and connected curriculum. We ensure there are always opportunities for application of learning within and across subject disciplines.

The impact of our curriculum should also be measured by assessment procedures which allow us to measure outcomes against all schools nationally:

- EYFS % of pupils achieving a 'Good level of development' (GLD)
- Phonics Screening Test at the end of Year 1
- End of KS1 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths
- End of KS2 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

All subjects are assessed by class teachers. This assessment data is used to support the impact of the teaching and learning within the Academy.

In addition to the above, our curriculum will be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.