



OAKLEY INFANT SCHOOL
POLICY FOR CURRICULUM, TEACHING AND LEARNING

Thrive, strive and achieve together
Article 28- all children have a right to an education

Vision

At Oakley Infant School we want children to *thrive*; be happy, secure, confident and independent in a stimulating and inclusive environment.

We want children to *strive*; enjoy learning, seek to develop skills and new experiences to keep improving and fulfil their potential. As a community we will work together: parents, carers, governors, staff and children to ensure we *achieve together*; helping all children to be successful while developing the whole child so that the foundations are laid for a lifelong learning journey.

Rationale

The curriculum is all the planned activities intended to promote learning and personal growth and development, having a positive impact on each and every child. It includes not only the formal requirements of the National Curriculum, but also the extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Through our implementation of this curriculum, we equip children with the skills, knowledge and understanding necessary to be able to direct their own learning and to be able to make informed choices in other areas of their lives.

At Oakley Infant School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We believe that learning should be relevant, meaningful, enjoyable and personalised for the individual; a rewarding experience for everyone in the school community. We believe that appropriate learning experiences help children to lead happy and rewarding lives.

Values

The school curriculum is underpinned by the school aims and values, 'Thrive, strive and achieve together' and these are embodied in our Learning Values. We endeavour to ensure that our values permeate all our practices and that all members of our school community have the right to be safe, the right to learn and the right to be listened to.

The Oakley Infant School Learning Values encourage children to be:

- Resilient – building emotional strength, a 'have a go' attitude, concentration and an ability to ignore distractions.
- Creative – teaching children to think creatively, be flexible in their approach and think outside the box.
- Reflective – exploring methods for self-evaluation and transferring and applying learning.
- Collaborative – becoming a good team player, listening to others and confident to share ideas.
- Ready and Resourceful – being an independent learner, self-motivating and able to collect and use resources and equipment needed for task.
- Curious – encouraging children to ask questions about their learning and the world around them.

It is our intention to provide a caring, supportive and stimulating learning environment with high quality teaching through which to foster:

- Enquiring minds that seek to learn more each day
- A high level of literacy, numeracy and computing skills
- Imagination and creative expression through a wide range of media
- Conscientious young citizens who are tolerant and respect others' values
- Pride in achievement and a desire to succeed
- Independent children who are confident, flexible and able to cooperate with others
- Effective links between the school, the child's home and the community
- Equality of opportunity for all

Aims

This Learning and Teaching Policy is intended to promote consistency and high standards and support the achievement of the school aims. To clarify for all practitioners the school's expectations of provision and practice, for planning, monitoring and evaluating the quality of teaching and the effectiveness of children's learning and through this improve outcomes for all our children. It reflects the ongoing changes and developments to improve teaching and learning and to accelerate children's attainment in all aspects of the curriculum.

We aim:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and, acquire a solid basis for lifelong learning;
- to create, maintain an exciting and stimulating learning environment where all pupils are encouraged to take a risk in their learning.
- to ensure that each child's education has consistency, continuity and progression.
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children the essential skills of literacy and numeracy;
- to teach children about their developing world, including how their environment and society have changed over time;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand Britain's cultural heritage and promote British values;
- to enable children to understand and respect other cultures and encourage them to be positive citizens in society and to feel that they can make a difference;
- to help children to become creative, independent learners
- to develop a curiosity towards learning and ask questions
- to develop pupil's resilience in a happy and safe learning environment.
- to nurture positive relationships promoting teamwork and co-operation
- to enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy lifestyle.
- to be able to evaluate and assess their own learning and know their strengths and which areas they need to develop
- to recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process
- provide a tool for monitoring, evaluation, accountability and school improvement

Organisation, planning and effective teaching and learning

The curriculum is planned to ensure we meet the requirements of the National Curriculum and the Early Years Framework. Schemes of work are planned carefully, so that there is coherence and full progression ensuring a well thought out sequence of learning. Our curriculum is designed to enable children to develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively. There is a long-term plan for each subject and year group which indicates the topics to be taught in each term, and to which groups of children. Long term plans are reviewed on an annual basis. Medium term plans give clear guidance on the skills and knowledge that are to be developed within each topic. Weekly and daily plans identify details, are specific to individual classes and groups of children and are designed to meet the needs of individual or groups of children. These plans are designed to be dynamic and may change from lesson to lesson.

We believe that our children have the right to consistently outstanding or good teaching and the rigorous planning and progression of skills enables us to deliver this. Our main intentions when teaching are to engage and motivate the children to learn and to clearly convey the skills and knowledge required for success. By fostering a positive and safe climate in class, we encourage children to take risks and to independently apply skills in new and exciting ways. Staff use a variety of methods to engage children and stimulate discussion and questioning.

We believe children learn most effectively when the teacher provides:

- rich tasks that enable all children to make visible progress
- an atmosphere where children are prepared to take risks
- a clear purpose for a lesson that includes expectations of children's achievement and outcomes of tasks

- innovative teaching
- lessons where children's previous knowledge and interests are built upon
- developmental feedback on children's work, encompassing live feedback
- opportunities to review and reflect on learning
- thinking time before answering questions
- consideration of or support for the learning of children with differing abilities or needs including pre-teaching tasks
- personalised learning where appropriate
- support for children with home learning where required eg. Long term and complex medical needs, to ensure equal opportunities for all
- opportunities for individual working and collaborative working with children from various classes
- talk, exploration, questioning, prediction and investigation
- creative activities, including design and production
- opportunities to participate in physical activity
- opportunities to use a wide range of ICT
- fieldwork and visits to places of educational interest

Our prime focus is to further develop children's knowledge and skills. Through careful use of Assessment for Learning (AFL) we aim to ensure that all tasks set are appropriate to each child's level of ability. For children with Special Educational Needs (SEN) due regard is given to information and targets contained in their Learning Support Plans (LSPs). We have high expectations of all children and embrace a fully inclusive culture where all children are involved and enjoy success. Children are actively encouraged to self-evaluate what they have learned. Shared identification of barriers to learning is also an integral part of ensuring success.

Teaching Assistants and other adult helpers are deployed in a variety of ways to support children's learning. This includes working with individuals or with small groups and includes the delivery of various support programmes. They are also involved in planning, preparation and assessment of activities.

In order to ensure that our practice reflects our beliefs about learning, and that as adults we remain open to new ideas, we:

- read and reflect upon a variety of research
- encourage open and honest debate
- use high quality resources
- seek opportunities to try new ideas and be flexible in our approach
- reflect continuously on our own practice in order to evaluate strengths and weaknesses
- review and adapt planning at all levels
- share the belief that children are valued as individuals in a caring, positive and aspirational school community
- provide stimulating and attractive environment as well as accessible and interactive planned activities which ensure full and equal access to the curriculum for all children
- show enthusiasm and excitement for learning

Above all we believe that varied learning experiences, matched to individual needs, help children to be positive about their learning both now and in the future.

The Foundation Stage

The curriculum taught in the reception class meets the requirements of the Early Years Foundation Stage, EYFS. The curriculum planning focuses on the educational programmes of study and the characteristics of effective teaching and learning from the Early Years Foundations Stage (EYFS) framework and on developing children's skills and experiences, as set out in this document.

We believe the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning, positive partnerships are maintained with pre-school providers in the area.

During the children's first term in reception, assessments are made of the skills of each child using the Baseline assessment tool and teacher observations. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.

The support of parents is key to the child's success in school and positive links are built with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. The use of an online journal helps this process.

SEN

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it appropriate, we will adapt the curriculum to meet the needs of individual children, consulting parents if necessary.

We comply with the requirements set out in the SEND Code of Practice (July 2014) and offer good quality first teaching in the classroom by the class teacher supported by the teaching assistant. Additional support or interventions are offered if required. Further details are outlined in the school SEN policy and SEND school local offer.

Role of the subject leader

It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is implemented within the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum intentions for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader monitors the impact of children across the school ensuring coverage of skills and knowledge development.

Assessment

Accurate and focused assessment is the cornerstone of high-quality teaching, as it allows learning to be planned and implemented accurately to meet the needs of the children, ensuring high levels of expectation. Ongoing assessment for learning is planned into the curriculum. Children are formally assessed at the end of the Key Stage and are informally assessed in lessons through questioning, marking of work, tests and observations of learning. Records of progress are reviewed 3 times a year using the Hampshire Assessment Milestones. Judgements of assessment are moderated across the school and with other schools to ensure consistency.

Parent Partnership

We believe that parents have a fundamental role to play in helping children to learn. In line with our vision 'Thrive, strive and achieve together', opportunities are continually sought to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school approaches and methods for teaching English, Maths and other aspects of the curriculum
- explain to parents how they can support their children with home learning e.g. regular reading
- communicating with parents' about how their child is performing happens formally three times a year either in the form of a written report or a parent consultation evening
- parents are invited into school on Thursday evenings so children can share their learning with their parents
- inviting parents to school events
- sending information, in the form of a 'knowledge organiser', to parents at the start of each half term which outlines the topics that the children will be studying. These are also placed on the website for reference
- sending a weekly newsletter to parents to update them on school life

Teachers are of course also available, by appointment, for any necessary communications at any time.

Parents can support the school by:

- making sure the child arrives at school on time for registration at 9.00am
- making sure that the child attends regularly and provide a prompt explanation if the child is absent
- attending open afternoons/evenings to discuss the child's progress
- if possible, attending Celebration Assembly when the child is involved
- supporting the school's homework policy
- informing the school of any significant concerns or problems that may affect their child's work or behaviour
- promoting a positive attitude towards school and learning in general
- supporting their child in extending their learning beyond the classroom, e.g. through discussion at home

Homework

Homework is given in line with our school policy and is used to support the curriculum and classroom learning.

Subject details

Please see individual appendices.

Curriculum enrichment and extra-curricular activities

We seek to enrich the curriculum through visits and visitors as well as focus weeks and theme days. These activities are part of the curriculum and are accessible to all. No child will be excluded for reason of cost or accessibility. On occasion, a voluntary charge may be made for these activities; this will be in line with the school's charging policy. All children get the opportunity to cook and garden as part of regular ongoing activities in school.

We offer regular after school extra-curricular activities throughout the year provided by outside companies.

The role of the Governors

School governors have responsibility to ensure that good quality learning takes place in school. Their accountability is ensured by monitoring of teaching and learning through:

- discussions with teachers
- reviews of subject areas
- reviewing attainment and progress data
- reports on Teaching and Learning from the Headteacher
- classroom observation
- inspection reports
- evaluation of interventions, actions and policies through the School Improvement Plan

Monitoring and review

The governing body monitors the curriculum via the School Improvement Plan ensuring that progress is made in developing and enhancing the curriculum. There is a named Governor assigned to each aspect of the SIP who monitor and report to the Curriculum Committee. The governors liaise with the teacher leaders of these areas and monitor closely the way the school targets school improvement. Key subjects also have link Governors who liaise with the Subject Managers and monitor standards, progress and development in these subjects.

The Headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher and senior staff monitor teaching and learning, ensuring the full requirements of the National Curriculum are met.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Teaching and Learning is continually monitored through information on pupil progress; this is collected in a variety of ways:

- ongoing use of pupil tracking system
- marking and pupil feedback
- review and adaptation of planning
- ongoing formative assessment
- pupil observation
- teacher's knowledge of individual's strengths and weaknesses
- Performance Management cycle

Associated policies

SEN policy
SEND local offer
Subject leader policy
Assessment policy
Charging policy
Marking and Feedback policy
Homework policy
Performance Management policy

Appendices

1. English
2. Maths
3. Science
4. History
5. Geography
6. RE
7. PE
8. Music
9. Design & Technology
10. Art & Design
11. Computing
12. Drama
13. Handwriting
14. PSHE
15. Library

Approved by Curriculum Committee

11 July 2023

Review date

Summer 2026

Appendix 1

English**Principles of teaching and learning English**

English is important because it is the basic language of communication in our society, it is the foundation for almost all the learning which takes place in our school; its mastery empowers the learner and is essential for independent learning, the world of work and most other aspects of everyday life. It also builds respect and responsibility towards peers and the community in which they live and ultimately towards the wider world.

English is a core subject in the National Curriculum and encompasses reading, writing and spoken language.

Strategies for the teaching of English

There is allocated time during the day for explicit teaching of reading and writing, during English lessons and Guided Reading sessions. Opportunities for practising and applying new skills in independent work are provided at other times. Phonics is taught discretely daily in Year R and 1 using 'Phonics Bug', and grammar is taught daily in Year 2 using 'No nonsense spelling'.

Pupils become successful readers by learning to use a range of strategies to decode and comprehend a text. Reading is developed through:

- a rich experience of challenging texts during shared reading time, focusing on the school 'Reading Spine';
- a carefully balanced programme of guided reading from books of graded difficulty, matched to their independent reading levels;
- a focus on rereading a text three times to develop fluency in reading.
- the use of VIPERS (vocabulary, inference, prediction, explanation, retrieval and summary) to focus questioning around texts.
- a strong and systematic emphasis on the teaching of phonics and other word level skills;
- providing a wide range of reading material and opportunities for children to select from this for information and for pleasure and enjoyment;
- use of integrated, graded, phonetically decodable reading books to support all children until they are capable of independent reading;
- one-to-one target reading support for all children who have not yet reached the stage of being able to read independently;
- access to library books and reading for pleasure
- Focused English days and weeks to motivate children to read
- motivation to read at home a minimum of four times per week. Percentages of children achieving this are published in the newsletter and classes are rewarded with certificates and Harvey Bear.

Writing is developed through:

- providing a wide range of contexts for writing;
- providing a range of purposes so that pupils understand from an early stage that much of their writing will be read by other people and therefore needs to be accurate, legible and set out in an appropriate way.
- the teaching of phonics, spelling and handwriting to support writing and to build up accuracy and speed.
- the teaching of grammar to support sentence structure and an understanding of language
- modelling by the teacher giving the pupils the opportunity to take part regularly in composing, spelling and handwriting activities.

- the use of computers and ICT to encourage a process of drafting and editing.
- time for reflection and editing, using 'great greens', 'progress pinks' and purple editing pens.
- a working environment focused on supporting learning e.g. working walls with appropriate vocabulary and resources, magpie boards with adventurous language.
- discrete teaching of Kinetic letters handwriting scheme in all year groups.

Spoken language is developed throughout the curriculum and underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding of communication. It is supported through:

- rich discussion in class and in groups.
- a focus on key vocabulary within English learning journeys
- a focus on key vocabulary for offsite visits
- use of 'word aware' strategies within the classroom
- magpie vocabulary boards
- modelling by all members of staff

Health and safety issues in English

All equipment used within the classroom will be checked before use to ensure that it is safe for the children. Books will be stored appropriately and stationary will be kept on the tables. Staff and children will have opportunities to rest their voices and have a drink as appropriate. Children that are unable to access the equipment will be provided with support e.g. pencil grips, tilted surfaces or boxes to rest their feet on.

Appendix 2

Maths**Principles of the teaching and learning of mathematics**

Mathematics is important because it is widely used in society, both in everyday situations and in the world of work, it can be used to represent or communicate ideas, to predict, explain and to verify and it is interesting and enjoyable providing intellectual challenge and aesthetic pleasure. It constantly probes, questions and challenges, develops thinking skills and builds respect and responsibility.

Mathematics in both KS1 and YR is taught through 'Teaching for Mastery'. At Oakley Infant School we believe that every child can master the mathematics they learn and become confident mathematicians as they progress. We want children to have:

- **Deep** and sustainable learning,
- The ability to build on something that has already been sufficiently mastered,
- The ability to reason about a concept and make connections,
- Conceptual and procedural fluency.

Teaching for Mastery fully supports these aims through:

- The belief that **all** pupils can achieve,
- Keeping the class working together so that all can access and master mathematics,
- Development of **deep** mathematical understanding,
- Development of both factual/procedural and conceptual fluency,
- Longer time on key topics, providing time to go deeper and embed learning.

Strategies for the teaching of mathematicsFeatures of Planning for Mastery

- **Whole class together** – We teach mathematics to whole class being careful not to make assumptions of learners by 'ability' grouping them. At the planning stage, teachers consider modifications or adaptations which may be required should learners struggle to grasp concepts and, for those who grasp concepts quickly within a lesson, the teachers plan greater depth tasks to challenge and deepen the learners' understanding further rather than simply accelerating to new content.
- **Longer but deeper** – In order to address the aims of the NC, our long/medium term plans have been adjusted to allow longer on topics. Each lesson develops the concept from the previous one in logically sequenced small-steps so that progress and understanding is enhanced.
- **Key learning points** – These are identified during planning and a clear journey through the maths is evident in lessons. Deep questioning probes learners' understanding throughout and responses are expected in full sentences, using precise mathematical vocabulary.

Features of Teaching for Mastery

Lesson structure – Lessons are broadly structured into 3 main parts:

1. **Fluency Focus** – A practise or revisit of those all-important facts which children need at their fingertips in order to learn new mathematics without experiencing cognitive overload.
2. **Guided teaching or Talk Task** – This is a period of in-depth instruction by the teacher. It is an opportunity for learners to begin to acquire the new concept and for the teacher to extend their understanding through carefully structured questioning and examples. Learners are very active, practising or exploring the new ideas alongside the adult teaching, repeating stem sentences and using precise mathematical vocabulary. Often learners will be exploring a range of concrete resources to support their thinking and expose the key mathematical concepts. Partner or group work is often employed in this stage encouraging discussion and collaboration. Any learners that need support may have a teaching assistant nearby to assist them in their thinking.

- 3. Independent practice** – This is where learners will apply their learning. During this time, adults may be working with a group who have been identified as requiring further support or extension. Tasks are carefully structured to scaffold and progress learners' understanding, exposing the mathematics and difficult points, to provide intelligent practice, not mechanical repetition. Depth is achieved through sophisticated, rich challenges available to all learners, in order to deepen understanding and develop reasoning and problem-solving skills.

Multiple models and representations – To help learners make connections and see links, we expose children to a wide variety of representations and mathematical structures (e.g. tens frames, arrays, Numicon, Dienes, part-whole model), employing **conceptual variation**. We encourage exploration and comparison of different examples as well as non-examples so that learners may better understand a concept through exploring *what it is* as well as *what it is not*. This approach encourages deeper understanding as well as the making of connections between concepts/domains.

Step-by-step approach – The journey through each lesson is built on carefully structured steps in order to expose the mathematics of the concept being taught with small enough jumps between ideas to try to enable all learners to keep up.

Resources and pictures – The learning of mathematics relies heavily upon the CPA (concrete-pictorial-abstract) model and concrete resources are used to support concept building and reasoning through 'doing'. They then move to the pictorial stage alongside the concrete, which then encourages the learner to make a mental connection between the physical object and abstract levels of understanding by drawing or looking at pictures, diagrams or models which represent the objects in the problem.

Questions – To develop deeper understanding and the ability to reason and explain, teachers use effective questioning throughout every lesson to check understanding and prompt thinking. More complex questions are also used to challenge learners who have grasped the concept earlier. Learners are expected to listen to each other's responses and may be asked to explain someone else's ideas in their own words, or if they agree/disagree etc.

Talk – Discussion is a powerful and essential element of each lesson. Learners have frequent opportunities to talk to their partners so that they may explain/clarify their thinking throughout the lesson, as well as opportunities for discussion with the teacher which helps develop their reasoning skills and deeper understanding.

Reasoning and Problem-solving – We understand that developing strong reasoning skills is an essential process and teaching and capturing this is a developing element of our practice. Each lesson aims to provide the opportunity for all learners to solve problems and reason, encouraging deeper understanding, generalisation and building links to other concepts. Any children who appear to have grasped a concept quite quickly will be challenged to tackle more in-depth problems, as well as to explain and justify their answers, through use of precise mathematical language, verbally or written, or using pictures to demonstrate their understanding in a clear, logical way.

Health and safety issues in Mathematics

- All equipment used within the classroom will be checked before use to ensure that it is safe for the children. Resources will be stored appropriately and will be accessible to all children.
- The subject manager will offer help and guidance on matters of Health and Safety in Maths teaching
- The subject manager will monitor Health and Safety issues concerning Maths teaching in school and report or act on any concerns.

Appendix 3

Science**Principles of teaching and learning science**

The teaching of science is fundamental to helping children to develop their knowledge and understanding of important ideas, processes, and skills and then relate these to their everyday experiences. Children learn best through first hand practical experience such as investigations, observation and enquiry, where this is not possible a variety of other resources will be used including I.T, videos and books.

Aims

- Preparing our children for life in an increasingly scientific and technological world.
- Fostering concern about, and active care for, our environment.
- Helping our children acquire a growing understanding of scientific ideas.
- Building on our children's natural curiosity and developing a practical and scientific approach to problems.
- Developing our children's social skills to work cooperatively with others.
- Providing our children with an enjoyable experience of science, so that they develop a sense of curiosity.
- Giving our children an understanding of scientific processes and helping them to acquire scientific skills.
- Developing the use of scientific language

Strategies for the teaching of science

Science is taught both through topics and in discreet lessons. Scientific enquiry is integrated where possible in the topic but taught discretely where this is not suitable or relevant. Teaching will strive to provide opportunities for children to think practically, logically and intuitively whilst allowing them time to reflect upon their learning. Children will have first-hand experiences in order to develop their understanding of the world around them through investigation, observation, enquiry, problem solving and experimentation. The local environment including the school grounds and local area will be used extensively to support learning where relevant. Children will learn to respect the environment, living things and their own safety, developing a sense of responsibility, curiosity, awe and wonder. They will be encouraged to develop a positive attitude and open mindedness to new ideas, experience and language to work collaboratively to find out about the world around them. They will be helped to understand the everyday experiences they have and encouraged to ask searching questions about information they are given.

Health and safety issues in Science

Consideration of health and safety issues is of the utmost importance in science.

- Before all science teaching staff will need to carry out risk assessments. They will make use of Local Authority 'Hazard Cards' which highlight the risks associated with different scientific activities.
- Children are also encouraged to be aware of safety issues in their science work and to think about dangers and keep themselves safe.
- The subject manager will undertake the LA annual science safety audit as well as monitor for the CLEAPPS website for updated advice or guidance.
- The subject manager will offer help and guidance on matters of Health and Safety in science teaching
- The subject manager will monitor Health and Safety issues concerning Science teaching in school and report or act on any concerns.

Appendix 4

History**Principles of the teaching and learning of History**

History allows the children to find out more about events and people from the past, both in Britain and of the wider world. High-quality history education should inspire children to see, think, talk and write like historians. Children should be curious, asking perceptive questions, thinking critically, weighing up evidence and finding conclusions. The children will have access to the seven key skills and processes; chronology, characteristic features, change and continuity, cause and consequence, significance, interpretation and historical enquiry. They should be able to use common words and phrases relating to the passing of time.

The history curriculum will support children to: -

- Develop a sense of time, helping children to grasp how time is measured and to see that some things change quickly others slowly
- Help children to work out how and why events happen
- Help children to consider what it was like at different times in the past
- Help children to understand that there are some things about the past we can know for sure and others we can never know. History has to be constructed from the pieces of the jigsaw that are left behind, without the picture on the lid to help us
- Help children use evidence to reach balanced points of view realising the need to check and to cross reference and not to believe the first source they read

Strategies for the teaching of History

The history curriculum is taught through topics across the school, following the six step approach to historical enquiry. These blocked units vary in their length and detail. History is also taught incidentally through stories and assemblies. Children will be encouraged to work individually and co-operatively. Creative thinking and behaviour are encouraged through strategies such as the use of open questioning, helping children make connections with their own personal experiences, encouraging children to reflect and evaluate, providing stimulating and challenging activities and learning environments. Teaching focuses on skills for history rather than acquiring knowledge.

Health and safety issues in History

- Before History activities such as off site visits teaching staff will need to carry out risk assessments as necessary
- The subject manager will offer help and guidance on matters of Health and Safety in History teaching regarding the appropriate handling of artefacts and school trips and visits
- The subject manager will offer help and guidance on matters of Health and Safety in History teaching
- The subject manager will monitor Health and Safety issues concerning History teaching in school and report or act on any concerns.

Appendix 5

Geography**Principles of the teaching and learning of Geography**

Geography develops children's natural fascination for the world around them, sparking curiosity about the world's people, diverse places and human and physical features and processes. High quality teaching will give children the knowledge and skills of geography which will remain with them for the rest of their lives. They will gain the knowledge and understanding of local, national, European and global places, developed through a range of strategies. Children learn best through imaginative and practical, first hand experiences and observations, using a variety of resources including maps, atlases and globes, I.T, videos, fieldwork in the school grounds and local area.

Strategies for the teaching of geography

The geography curriculum is taught mainly through blocked topics across the school, using an investigative approach to geography. Children's active participation in enquiry is promoted and planning is developed around key geographical questions. Where is this place? What is this place like? Why is this place like this? How is this place connected to other places? How is this place similar/different from other places? What does it feel like to be in this place? The predominant method of teaching in geography is co-operative group work although individual work and class teaching are used where appropriate.

- Much study of geography is through practical activity and fieldwork;
- Information handling skills are developed, including the use of a range of source materials;
- Resources are made readily available and accessible;
- Pupils are encouraged to communicate their findings to others using a variety of methods including written or verbal reports and use of graphs and pictures.
- Children use behaviours learned from the Rights Respecting Education programme during their learning.
- Geography is also taught incidentally through story, assemblies and circle/ class discussion times.

Health and safety issues in Geography

- Before Geography activities such as off site visits teaching staff will need to carry out risk assessments.
- The subject manager will offer help and guidance on matters of Health and Safety in Geography teaching regarding the appropriate handling of equipment in accordance with health and safety requirements.
- The subject manager will stay informed about any updated advice or guidance

Appendix 6

Religious Education (RE)**Principles of the teaching and learning of RE**

RE is important to help foster in pupils a reflective approach to life in order to develop their own spirituality and to understand religious diversity.

RE will help the children to:

- Develop a reflective approach to life and to begin to express their own values and beliefs.
- Study living faiths, acknowledging the fact that religious traditions in Great Britain are, in the main, Christian. Currently, pupils at Oakley Infant School are also introduced to aspects of Sikhism.
- Learn respect for a variety of beliefs and values and so foster and support community cohesion.
- Consider the effects religion has on people's lives.

The Education Act 1996, School Standards and Framework Act 1998 and Education Act 2002 require that:

- Religious education should be taught to all children and young people other than those in nursery classes and except for those withdrawn at the wish of their parents. Teachers' rights are safeguarded, should they wish to withdraw from the teaching of religious education.
- Religious education in all community, foundation and voluntary controlled schools should be taught in accordance with an Agreed Syllabus.

In accordance with the Education Act (1996), the teaching of Religious Education at Oakley Infant School follows the LEA Agreed Syllabus "Living Difference III" and will be taught using the Concept Cycle as set out in the syllabus.

Strategies for the Teaching of Religious Education

A three year programme of topics is followed throughout the school (long term plan identifying RE for each year group is in each year group's file). This encourages continuity, progression and coherence. There is a mix of whole class, co-operative group, and individual teaching approaches using mostly mixed ability groups with tasks appropriate for children's ages and abilities. RE teaching is blocked into one or two week periods or fully integrated into a topic and links are made with the creative arts and ICT. Behaviours including respect for different faiths and cultures are learned in RE along with the Rights Respecting Education programme.

Long and medium term plans are provided by the RE subject manager in consultation with all staff. Staff are responsible for their own short term planning to suit the needs of their class. Schemes of work are organised into RE topics/concepts. These are taught as modular units in Reception, Year One and Year Two. Although the main learning focus is Christianity, the children will also be taught about Sikhism, which is the non-Christian religion chosen by Oakley Infant School.

Parental Right of Withdrawal

Parents have the right to withdraw their children from the teaching of RE. In order to avoid misunderstanding, any parent wishing to withdraw their child may arrange a meeting with the Headteacher / RE subject manager in order for them to discuss:

- The religious content about which the parent would object to his/her child being taught.
- The practical implications of withdrawal e.g. supervision and alternative activities.
- The circumstances in which the school can reasonably be expected to accommodate parent's wishes.

Health and safety issues in RE

- Before RE activities such as off-site visits, teaching staff will carry out risk assessments as necessary.

- The subject manager will offer help and guidance on matters of Health and Safety in RE teaching, regarding the appropriate handling of artefacts and school trips and visits
- The subject manager will stay informed about any updated advice or guidance

Appendix 7

Physical Education (PE)**Principles of the teaching and learning of PE**

A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident which can be sustained through a healthy lifestyle. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Physical education (PE) is important because it develops a child's physical awareness, co-ordination, ability to cooperate. PE is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in "PE in the National Curriculum".

As a school, we teach the following;

- Games
- Gymnastics
- Dance
- Athletics

Strategies for the teaching of PE

The PE curriculum is organised outside the main framework of the curriculum (although dance activities may be related to topic work). PE is the most firmly timetabled element of the curriculum because of the need to use hall or outdoor space. PE is taught throughout the school year but not all areas of activity are covered each term. The progressive units allow for both reinforcement and the teaching of new skills.

In addition, encouragement and support children assist in developing positive attitudes including perseverance, fair play and the ability to cope with success and failure. Children will be taught how physical exercise affects the body and understand the need for safe practice in physical activities. Within this framework, each class will spend approximately 2 hours per week on PE covering games, gymnastics, dance and some athletic activities.

We provide opportunities for pupils to work individually and progress to co-operative paired and also group work which includes both floor and work on the apparatus.

In PE, we aim to ensure that all pupils;

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

In both the Early Years and Key stage 1, pupils will be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Health and safety issues in PE

Consideration of health and safety issues is of the utmost importance in PE.

- Use of equipment, apparatus and techniques is in accordance with health and safety requirements.
- Equipment and apparatus is stored safely and appropriately to allow easy access.
- Large apparatus is checked annually by an outside agency and regularly by the PE manager.
- Pupils are taught to understand the need for safe practice in physical activities and how to achieve this.
- Children are barefoot for dance, gymnastics/large apparatus.
- Plimsolls/trainers are worn for inside and outside games.
- All jewellery should be removed before PE, children must remove their own earrings.
- Kit must be worn - shorts and T-shirts (tucked in) with leggings/tracksuit for outdoor wear only.
- Long hair should be tied back with hard head bands removed.

- No glasses to be worn except when parents have specified.
- Care should be taken to ensure hall floor is kept clear – the floor must be dry prior to any activities.
- Staff should change for PE and must always wear trainers.

Appendix 8

Music

Principles of teaching and learning Music

Music is a universal language and the teaching of music recognises the natural responses children have to all sorts of music. The music curriculum builds on this giving opportunities to engage and be inspired as well as develop a love of music and develop their musical talents. Through music children can develop their self-confidence, creativity and sense of achievement.

Strategies for the teaching of Music

Music is taught both through links to topic work as well as discretely. Where possible, music lessons are delivered by a member of the Hampshire Music Service, but planning and resources are in place for class teachers to deliver music lessons in the absence of provision by HMS. Children are given opportunities to participate, working individually and in small groups or with the whole class. Elements such as performance, listening and composition give children the opportunity to use a variety of tuned and un-tuned instruments. They develop their singing and playing skills, and listen to live and recorded music from a variety of genres and traditions. Music teaching includes work on how music is created through the inter-related musical elements of pitch, dynamics, tempo, timbre, structure, duration and texture. Children learn to create and interpret simple musical notation and learn to play percussive and tuned musical instruments. Music is also used to stimulate creative responses through other subjects such as dance, art or written work.

Health and safety issues in Music

Consideration of health and safety issues is of the utmost importance in Music.

- Before Music activities teaching staff will need to carry out risk assessments. They will make use of Local Authority guidance and advice which highlight the risks associated with Music activities.
- Consideration will be given to noise levels and ensure that children are not exposed to loud noise for a sustained period.
- Musical instruments will be checked for damage and to ensure there are no broken or sharp edges, pins or nails.
- Wind instruments will not be shared to reduce the risk of respiratory infection.
- Care will be taken when moving large or heavy instruments or boxes of instruments and correct manual handling procedures followed.
- The subject manager will monitor the LA website for updated advice or guidance, using the resources provided by the Music team.
- The subject manager will offer help and guidance on matters of Health and Safety in music teaching.
- The subject manager will monitor Health and Safety issues concerning music teaching in school and report or act on any concerns.

Appendix 9

Design and Technology**Principles of teaching and learning Design and Technology**

Design and Technology allows children to develop their designing and making skills as well as an understanding of technological processes, products, their manufacture and contribution to society. Children are able to plan and make high quality products; combining technical knowledge with purposeful innovation. They follow a process of design, make and evaluate to ensure that they are interactive with the design process and think critically. Children engage with Design and Technology best when undertaking practical activity and experimentation with different materials and tools.

Strategies for the teaching of Design and Technology

Design and Technology is taught through focus topics, relating to topic work being covered within the year group. Through Design and Technology children are able to work independently and collaboratively developing skills of questioning, communication and evaluation. They will consolidate and develop technical skills over the Early Years Foundation Stage and Key Stage 1. Specific skills are taught, practised and applied to projects and tasks relevant to the children. The children will design using the appropriate criteria first; then make selecting appropriate materials and tools; and finally look for ways that they could change or improve their finished products. Children will experience a range of activities including Food Technology, encouraging safe practices.

Health and safety issues in Design and Technology

Consideration of health and safety issues is of the utmost importance in Design and Technology;

- Before Design and Technology activities teaching staff will need to carry out risk assessments. They will make use of Local Authority (LA) guidance and advice which highlight the risks associated with Design and Technology activities.
- Children will be taught to recognise hazards in a range of products, activities and environments and take action to control risks to themselves and to others and be able to explain dangers and the steps they take to keep themselves safe.
- The subject manager will monitor for updated advice or guidance.
- The subject manager will offer help and guidance on matters of Health and Safety in Design and Technology teaching.
- The subject manager will monitor Health and Safety issues concerning Design and Technology teaching in school and report or act on any concerns.

Appendix 10

Art and Design**Principles of teaching and learning art and design**

Art, craft and design allows children to be creative, reflective and passionate about what they do. High-quality art education engages, inspires and challenges children. This gives them the knowledge and skills to experiment, invent and produce their own works of art. Across Early Years and Key Stage 1, children will have access to the seven key areas; drawing, painting, printmaking, sculpture, collage, textiles and art and computing. As they progress, they will be encouraged to think critically and develop an appreciation of art, using appropriate language to voice their opinion. The children will also understand how art and design reflects and shapes history, and contributes to the culture, creativity and wealth of the nation.

Strategies for the teaching of art and design

Art and design allows children to work from experience, imagination and observation. Good quality teaching encourages them to talk about their own and others' works confidently, accepting and respecting different viewpoints. They will explore and use a range of materials and develop a wide range of techniques in colour, pattern, texture, line, shape, form and space. Subject-specific language will be used alongside to help children reflect on both the process and artwork they make.

Where possible art will be taught through first-hand experience and tactile exploration. This will allow children to develop and express their ideas through the seven areas, working both independently and collaboratively to; create, discuss, question and reflect. They will also learn about a range of diverse artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and make links to their own work.

Health and safety issues in art and design

Consideration of health and safety issues is of the utmost importance in art and design;

- Before art activities teaching staff will need to carry out risk assessments as necessary.
- In each lesson children will be taught how to safely use materials such as clay, paint and ink.
- Careful consideration of resources will be given by the subject manager in the medium term plans and health and safety risks highlighted.
- They will make use of Local Authority (LA) guidance and advice which highlight the risks associated with activities.
- The subject manager will monitor Health and Safety issues concerning teaching in school and report or act on any concerns.
- The subject manager will offer help and guidance on matters of Health and Safety in art teaching.
- The subject manager will monitor the LA website for updated advice or guidance.

Appendix 11

Computing**Principles of teaching and learning Computing**

In today's world computing is an essential life skill. Software and technology are used to communicate, collaborate, express ideas and create digital content, the teaching of computing is important because it helps children develop their knowledge and understanding of technology and help them to become digitally literate and participate fully in the modern world.

Strategies for the teaching of Computing

Computing is taught through the practical use of laptops, iPads, programmable toys, cameras and PCs in the classroom. Computing is taught both through links to the topic work as well as discretely. Children will be given opportunities to participate, working individually and in small groups or with the whole class. Computing is taught throughout the school year but not all areas are covered every term. Children are encouraged to use technology in all aspects of the curriculum to support learning. Children will learn about algorithms, write and test simple programs and organise, store and retrieve data. They will be taught how to stay safe when online and how to use the internet safely and responsibly as well as recognising the common uses of information technology beyond school. We encourage the use of IT and computing skills at home for pleasure through home learning tasks on Education City and Bug Club.

Health and safety issues in Computing

Consideration of health and safety issues is of the utmost importance in Computing.

- The children are taught about E-safety.
- Before Computing activities teaching staff will need to carry out risk assessments. They will make use of Local Authority guidance and advice which highlight the risks associated with computing activities.
- Care will be taken when moving large or heavy hardware and correct manual handling procedures followed.
- The subject manager will monitor the LA website for updated advice or guidance.
- The subject manager will offer help and guidance on matters of Health and Safety in Computing teaching.
- The subject manager will monitor Health and Safety issues concerning Computing teaching in school and report or act on any concerns.
- All equipment is regularly PAT tested by the site manager and any problems are dealt with.

Appendix 12

Drama**Principles of teaching and learning Drama**

Through drama, pupils are given the opportunity to develop and demonstrate their creative talents. Drama involves imagination and feeling, and helps children make sense of the world. It does this through the creation of imagined characters and situations, and the relationships and events that they encounter. Through engagement in drama, pupils apply their imaginations and draw upon their own personal experiences. Drama offers opportunities for participation and entertainment as well as learning and development.

Strategies for the teaching of Drama

Drama is occasionally taught through direct subject teaching, but more often integrated within a topic or other curriculum subject. Given the significance of speaking and listening, and language development, it is important to identify adequate curriculum time and to maximise opportunities in existing provision.

Children in Reception are introduced to drama through simple games, activity poems, action rhymes, structured play, character exploration and other activities based on traditional stories. The imaginative role-play area and other play situations provide many opportunities for young children to experience and develop their understanding of the world. Drama provides a meaningful context for all children in Reception to experiment in role with language for different purposes.

During Key Stage 1, pupils move from make-believe dramatic play for themselves to a more consciously planned form of drama, which may involve communicating with an audience. Pupils become increasingly aware of their audience and act out stories using voice, movement, gesture and basic sound effects. They may use this to re-enact stories or to develop their understanding across the curriculum.

All children take part in a Christmas production, which is taught discretely.

Health and safety issues in Drama

- All equipment or props used during drama will be properly maintained and supervised.
- Where a stage is used to perform, adult supervision will be given and children made aware of the safety implications.
- Additional staff members will be available to provide support during rehearsals and performances of school productions and presentations.
- All children should have access to appropriate space for practical drama sessions, making sure that chairs and tables are not in the way.

Appendix 13

Handwriting**Principles of teaching and learning English**

Handwriting is taught regularly and systematically in all classes using Kinetic Letters. The correct '3 friends' pencil hold and letter formation are taught from the beginning and there is a clear progression through letter families and joining charts. Enabling children to achieve correct letter and numeral movement is essential both for academic progress and for comfort.

Strategies for the teaching of English**Foundation stage**

- Children will develop hand eye co-ordination, gross and fine motor skills to support handwriting.
- Children will use a range of tools to develop drawing lines and circles using gross motor skills e.g swirling ribbons, batting balls painting.
- Children will use a range of materials to develop fine motor skills e.g wax crayons, markers pencil sponges, chunky brushes, finger paints etc. Children will practise manipulative skills e.g cooking, playing with constructions threading beads etc.
- Children will use a variety of tools and paper both indoors and outdoors for purposeful writing e.g role play, labelling, making cards etc.
- Children will physically develop movements of letter shapes using gross motor skills.
- Kinetic Letters teaches children to create the letter and number shapes in the air, using their whole bodies, before making them in 'meerkat' and 'lizard' positions, and finally on whiteboards. This gives the children a clear understanding of formation and repetition of the movements.
- Kinetic Letters includes activities to 'make bodies stronger', focusing on the shoulder girdle and pelvic girdle as well as the arms and hands. The 'lizard' position of writing is specifically designed to strengthen the children's bodies in preparation for writing at a table.

Years one and two

- Kinetic Letters lessons continue to develop body strength and posture. Children repeat many of the formations learnt in Year R but learn to apply them in letter pairs and words.
- Lessons follow a clear pattern: strong set up, target practice, attention focus, reinforcement/transfer, target setting and are consistent throughout the school.
- Kinetic Letters encourages children to apply their learning on a 'practice patch' (paper) following their practise on whiteboards.
- During Year 2, children move onto the joining programme, following a clear progression of 'joining charts'. The children learn to overwrite and then free-write, developing a neat and comfortable cursive style.

Left handed children.

Each left handed child is closely monitored to ensure success.

Guidelines for writing left handed are explicitly given in the Kinetic Letters planning document. Guidance is also provided for all children using an uncomfortable pencil grip. All children, regardless of whether they are left or right handed use the '3 friends hold'.

Health and safety issues in English

- Children are taught to be aware of good posture and the suitability of pencils.
- Children need to sit at a table when writing and the chair needs to be of the appropriate height to cater for all the children in the class. Staff need to be aware of any variations required by individual children.
- Children need to be able to have their feet flat on the ground and forearms resting comfortably on the table.
- Children are taught to move the paper up the table with free hand rather than the writing hand moving down the page.
- All children use Kinetic Letters pencils and whiteboard pens. These are thin and triangular and support the optimum '3 friends hold'.

Appendix 14

Personal, Social, Health and Economic education (PSHE)**Principles of the teaching and learning of PSHE**

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. It helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed active and responsible citizens. PSHE also flows through all other curriculum areas.

The Early Years Foundation Stage for Reception, has 3 strands of Personal, Social and Emotional Development: (1) Self-confidence and self-awareness (2) Managing feelings and behaviour and (3) Making relationships. In addition Understanding the World has close links to the PSHE education of Study. Learning and development opportunities for these areas, as well as Communication and language, can be interwoven within the pupils experiences and reflective discussion to begin to build pupils' knowledge and understanding, skills, attitudes and attributes related to the PSHE elements of education.

The PSHE Education Programme of Study (PoS) (key stages 1-5) is the only national programme of Study for the subject. Through its three core themes (Health and Wellbeing, Relationships, and Living in the Wider World), the PoS provides a framework and covers the breadth of PSHE from relationships and sex education (RSE) and health, to economic wellbeing and careers and sets out suggested content for each key stage.

Statutory Requirements

The amendments to the PSHE education National Curriculum (2020) state that although PSHE is a non statutory subject, from 2020, the following subjects will become compulsory;

- relationship education in primary schools
- relationship and sex education in secondary school
- health education in state funded primary and secondary schools

SMSC, Personal Development and Behaviour and Attitude

All schools must show how well they support children's spiritual, moral, social and cultural (SMSC) Development

'The curriculum for a maintained school must be a balanced and broadly-based curriculum which;

- promotes the spiritual, moral, cultural and physical develop of pupils at the school and of a society
- prepares pupils at the school for the opportunities, responsibilities of later life (Taken from: Section 78 (1) Education Act 2002)

At Oakley Infant School, we teach PSHE and believe that, to be effective, Relationships and Sex education (RSE) should always be taught within a broader PSHE comprehensive education programme. Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships.

As a school, we deliver the requirements through the 'Jigsaw' scheme. Jigsaw brings together the PSHE Education, RSE, health Education, emotional literacy and social skills in a comprehensive scheme of learning. The PSHE and citizenship education encompasses many of the elements of effective SMSC provision, British values as well as contributing to personal development. It also enhances and is enhanced by learning related to topics including anti-bullying, keeping safe on and off line, keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of further skills and attributes such as managing peer pressure, risk management, resilience and decision making.

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017. (Further information can be found in the PSHE and RSE Policy 2020).

The aims of PSHE and our deliverance of the Jigsaw material are to ;

- encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities
- provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- promote the spiritual, moral, cultural, mental and physical development of all pupils, reflecting on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- encourage pupils to value themselves and others, work well with others and become increasingly responsible for their own learning.
- prepare pupils for the opportunities, responsibilities and experiences of later life
- understand and respect our common humanity; allow pupils to acknowledge and appreciate difference and diversity so that pupils can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- teach pupils to make informed choices
- prepare pupils to be positive and active members of a democratic society
- teach pupils to understand what constitutes a safe and healthy lifestyle
- provide a framework in which sensitive discussions can take place
- promote safety in forming and maintaining relationships
- provide pupils with a toolkit for understanding and managing their emotions
- provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- help pupils understand the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies
- ensure children have access to all their rights as outlined in the United Nations Convention of the Rights of the Child

Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip our pupils for adult life and to make a positive contribution to society.

Strategies for the teaching of PSHE

- PSHE will be taught during designated lessons, through ‘circle time’ and assemblies and through all areas of the curriculum.
- Units of work (puzzles) for PSHE, RSE and Health Education are taken from the ‘Jigsaw’ scheme which in addition incorporates British Values, SMSC and the Rights of the child.
- The overview of the ‘Jigsaw Units of work (Puzzles) are in the framework of the school’s medium term planning. The units covered are: (1) Being Me in My World (2) Celebrating Difference (3) Dreams and Goals (4) Healthy Me (5) Relationships (6) Changing Me
- The new Relationships education covers; (1) Families and people who care for me (2) Caring friendships, (3) Respectful relationships (4) Online relationships (5) Being safe
- Classroom practice will involve a wide range of teaching and learning strategies which take into account different learning styles, through the use of the learning skills tree. Children will be taught as a whole school, as a class, in small groups and individually.
- Provision will include a variety of experiences both in and beyond the classroom, including assemblies, school council meetings, joint work with the Junior schools, out of school visits and community involvement (e.g. school grounds day, lunch time clubs, sports day and supporting local charities).
- Provision is carefully planned to ensure interest and equal access to the curriculum for all children regardless of sex or ethnicity and to consider differentiation and SEND.

Parental engagement

From September 2020, the law requires primary schools to consult on their Relationships Education Policy. Consultation must be carried out when the policy is formed and subsequently whenever it is updated. As we opted for a 'scheme', parents will be notified on the units and the contents within these through the Knowledge organisers and in the newsletter.

Health and Safety issues in PSHE

- Staff will be aware of the sensitive nature of some of the subject matter covered and will be alert to the needs of individuals ensuring they are supported in the lesson or outside of it if required, paying due regard to safeguarding responsibilities as necessary.
- The subject manager will offer help and guidance on matters of Health and Safety in PSHE teaching
- The subject manager will monitor Health and Safety issues concerning PSHE teaching in school and report or act on any concerns.

Appendix 15

Library**Principles of teaching and learning in the Library**

The library is used to provide children with a stimulating, yet relaxing environment, in which they feel comfortable in selecting texts and learning materials of their choice. It is an area in which to celebrate reading, both within our school and the wider community and contains vibrant displays to engage young readers. The library books support the current curriculum and help to develop independent learning and a love of reading.

Strategies for the teaching in the Library

- Children are encouraged to select new library books weekly to develop their love of reading and independent choice.
- Children are encouraged to borrow from the pre-school library before joining the school. This develops their understanding of the library system and welcomes them into the school ethos.
- Staff are able to use library books to support the teaching of the curriculum.
- The school subscribes to the School Library Service and has access to a wide selection of resources, including author visits, book lists and termly book swaps.
- The library provides a quiet and peaceful area for learning.
- Children are encouraged to create book reviews and participate in challenges such as the Summer Reading Challenge.
- The library provides an authentic 'Library Experience' through the organisation of the fiction books in alphabetical order by author's surname and the use of the Dewey System for the non-fiction books.
- Story sacks allow children to engage with stories through play and drama.

Health and safety issues in Library

- The layout of the library ensures that it is accessible to all children and adults within the school, including wheelchair users.
- Tables, chairs and beanbags allow users to be comfortable when using the library.
- The books and computer system are checked daily to ensure that there are no trip hazards. Children are aware of the importance of keeping the library tidy.