Haworth Primary School

CURRICULUM POLICY

1. Introduction

This policy is a statement of aims and principles relating to the school's curriculum. It will be reviewed regularly, as part of the policy review cycle and presented to the Governors.

The curriculum consists of all the planned activities that we organise, in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of 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.

2. Curriculum Statement

Every pupil will have access to a rich, broad, balanced and adapted curriculum. The Staff and Governors of Haworth Primary School aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential in preparation for life, particular in relation to changing technology.

It is recognised that every child has a different knowledge base and skill set, as well as varying aptitudes and aspirations. As a result, there is a determination for every young person's needs to be assessed and their talents developed through a range of teaching strategies.

At Haworth Primary School this means the curriculum goes beyond the legally required elements of the National Curriculum and involves the rich fabric of creative, cultural, sporting and intellectual opportunities.

3. Common Values and Purpose

At Haworth Primary School the curriculum -

- Is broad, exciting and challenging; whilst paying due regard to achieving high standards in the core subjects
- is used to increase pupil's knowledge, skills and understanding as they grow and develop and become more aware of the world around them;

- is carefully planned and structured to ensure that learning is continuous, and that pupils make good progress with the development of their learning;
- is designed to:-
    - engage the children's interest
    - encourage and motivate them to want to learn through active learning,
    - offer pupils first-hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding;
- values the way in which all children are unique, and promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth
- relates to the values from Collective Worship and the PSHE scheme.
- values the importance of each person in our community and promotes community cohesion through co-operation and understanding between all members of our community
- respects each child in our school for who they are, and treats them with fairness and honesty. We aim to provide opportunities for all the children in our school to be successful
- values our environment. We aim, through our curriculum, to develop understanding of sustainability, respect for our world, and how we should care for it for future generations.

4. Aims and Objectives

The aims of our school curriculum are:

- to enable all children to learn and develop their knowledge and skills, so that they achieve their true potential
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- to teach children the basic skills of Reading, Writing and Mathematics
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to enable children to be positive, responsible citizens in society;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

5. Broad Guidelines

5.1 The Early Years Foundation Stage

The EYFS follow the DFE Curriculum Guidance for the Early Years Foundation Stage which includes seven areas of learning:

- Personal, social and emotional development
- Communication and language

- Physical development
- Maths
- Literacy
- Understanding the world
- Expressive Arts and Design.

Where pupils move into KS1 without having achieved the Early Learning Goals, our transition arrangements ensure Year 1 teachers have a good understanding of what these children can do and what they need moving forwards.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the EYFS builds on the experiences and interests of the children. We do all we can to build positive partnerships with the other pre-school providers in the area.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links 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.

5.2 Key Stage 1 and 2

From Year 1 to Year 6 the school follows:

- The National Curriculum
- The locally agreed syllabus for RE. Parents may exercise their right of withdrawal from religious worship and instruction
- Coram Education for the PSHE curriculum, developed in response to *Every Child Matters*

From Reception through to Year 6 opportunities will be taken to extend the curriculum beyond the statutory requirements through:
- visitors, including artists, craftspeople, actors, authors, musicians;
- a focus on outdoor learning - the use of the school grounds, the locality and the wider environment;
- educational visits;
- musical productions
- a wide range of extra-curricular activities
- support of parents.

Many of these activities will embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school.

5.3 Delivery

For children in Reception to year 6 the school day starts at 8:45. In KS1 and Reception the school day ends at 3:15 and in KS2 it finishes at 3:20. In Nursery the school day is 8:45 until 3:15 for children attending full time and 8:45 – 11:45 for those accessing 15 hours.

The curriculum is planned to incorporate curriculum enrichment and collaborative events.

Mathematics, guided reading/phonics and English are delivered as separate daily lessons. All other subjects are taught explicitly. Homework involves reading 3 times a week at home and the focus of maths homework is to learn key multiplication and other facts, depending upon the development/age of

the child. Part of the curriculum is taught as continuing work whilst other aspects are taught as blocked units of work and allocated to specific year groups.

5.4. Assessment

The school has policies for Assessment and Monitoring.

5.5 Reporting on Pupil Attainment

Work carried out by the children is monitored and evaluated. A written school report is given to parents annually in the summer term, with an opportunity to meet the class teacher to discuss this. Parents are also invited to Parent/Teacher Consultation meetings in the autumn and spring terms. The Governing Body receives regular reports on pupil attainment compared to the national picture and similar schools and pupils` prior attainment.

6. Roles and Responsibilities.

The Headteacher and Deputy Head Teacher take overall responsibility for the curriculum. Subject Leaders, in collaboration with their assigned member of SLT, have designed the school curriculum, covering the National Curriculum in its entirety and ensuring progression throughout.

The role of the Subject Leader

The role of the Subject Leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school allows subject leaders non-contact time when requested, in addition to subject leader time within directed hours, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. Each subject leader ensures the curriculum plan is being implemented by teachers and ensures full coverage of the National Curriculum skills are planned, continuity and progression is clear in learning and work is adapted according to need.

7. Inclusion - Provision for all Pupils

Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils` needs and abilities. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils` skills, abilities and potential. The school uses pre-teach/keep-up and catch up programmes where appropriate.

The school provides a Cycle 2 or Cycle 3 (if a child has an EHCP) Plan for each of the children who are on the Special Needs Register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that Staff and Parents can review and monitor the progress of each child at regular intervals.

8. Sex and Relationship Education (SRE)

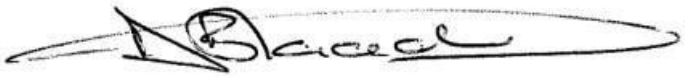
The Governing Body has an agreed policy for SRE, which is contained in our PSHCE Policy. Parents are able to withdraw their children form part, or all of Sex Education, except where this is part of the science curriculum.

9. Self Esteem and Self Worth

Achievement Assemblies are held each week recognising the achievements of our pupils and when they display the Haworth Heroes . In addition, a 'Going for Gold' assembly is held on a termly basis, recognising achievements in Mathematics, English Curriculum and Behaviour. Good attendance is also recognised.

10. Extra Curricular Activities

A wide range of activities is offered at the start of each half term. Parents of children wanting to attend such activities are asked to sign a consent form and there may be a small charge to cover provider costs Teaching staff provide a number of the extra-curricular activities and some enrichment activities are organised by external providers.



Signed: ……. **Date: 29/09/2026**

Chair of Governors