



Curriculum Statement

Our school is built on a foundation of the core British values of democracy, the rule of law, individual liberty, respect and tolerance. These will at all times be addressed directly through lessons and the “acts of worship” programme but they also permeate the whole curriculum. They are the basis of the social, intellectual, emotional, spiritual and moral development of each child. We encourage pupils to consider these values whilst developing knowledge, skills and attitudes that enable them to become reflective learners and grow into responsible citizens equipped to thrive in modern Britain.

Our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2017 framework in Reception.

Alongside the National Curriculum, we use the following resources to support our mixed aged teaching:

For Maths, we use the White Rose Maths year group resources

For PSHE, we use the Gloucestershire Pink Curriculum

For RE, we follow the Gloucestershire agreed syllabus for RE

For all other subjects, we plan using the Chris Quigley Essentials Curriculum. This is a progressive, skills based curriculum. We use the ‘Milestones’ to ensure children are taught the right skills at the right time. We link these milestones back to the National Curriculum.

Our ambitious, rigorous and well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people. 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 experiences of our 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, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Inclusion - We value the diversity of individuals within the school and believe that every child matters. All children at Rodmarton Primary School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school. We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children’s range of life experiences when we are planning for their learning.

Curriculum Aims

- For every pupil to leave us with a high degree of self-confidence, able to make informed decisions and with a commitment to personal excellence.
- To instil an awareness of community, moral values and spirituality.
- To develop a caring empathy where people behave well and are tolerant of others’ views.
- For every child to achieve and feel positive to move forward to the best of their ability.
- To celebrate success at every opportunity.
- To use the expertise of parents and the wider community.

The school delivers the statutory requirements of the National Curriculum (September 2014) and the following characteristics of good learning:

Skills	Environment	Attribute
Enquiry Problem Solving Creative Thinking Information Processing Reasoning Evaluation Communication	Ethos and Values Classroom Routines Physical Environment Use of Technology Resource Rich Sharing and Caring Contributory Displays The Outside Classroom	Self-awareness Managing Feelings Motivation Empathy Social skills Teamwork Confidence Giving

Phonics: Our school follows the Letters and Sounds Scheme alongside the Jolly Phonics actions.

Reading Scheme: The school uses the Oxford Reading Tree and Tree Tops reading schemes.

Art and Design

Art provides children with the opportunity to express themselves imaginatively and creatively, in a way that is unique to us all. It contributes to the development of the whole child emotionally, socially and cognitively. Children learn how to become visual thinkers through drawing, painting, sculpture and other art techniques. We use a progressive skill based curriculum and we develop these skills over time in our sketch books, reflecting on work from the masters before creating our own final pieces. Art is clearly embedded in our broad and balanced creative curriculum. This enables children to learn the part that art plays in the lives of others, in history and different cultures, and how it contributes to the creativity of our nation. Our art curriculum engages, inspires and challenges pupils, equipping them with knowledge and skills to experiment, invent and create their own works of art, craft and design. Art fosters a sense of personal achievement. These skills provide access to other areas of the curriculum and help develop motor skills, language development and decision making. The acquisition of good basic Art skills will encourage children to use their imaginations in ways that enrich their whole lives.

Computing

Computers are essential to children's lives at school and at home. 'Computational thinking' is a skill which children must be taught so they are ready for the future workplace and to take part in the rapidly changing digital world. Computing gives children opportunities to solve problems, design systems and explore and understand the endless possibilities of today's computer based technology.

Our pupils are given the opportunity to develop their computer skills using a range of IT equipment to provide them with the computing knowledge that they will need for the rest of their lives. We recognise that becoming a confident computer user is about being future proofed and prepared to cope with and embrace the future acceleration of technology. It is no longer enough to learn how to use computers and stay safe, but our children need to adopt an attitude of readiness for change in computer science, information technology and in particular for digital literacy.

Design and Technology

At Rodmarton School, we believe that Design and Technology should be an inspiring, hands on and practical subject which stimulates creativity and imagination through problem solving. Children should produce quality products in a range of contexts which solve relevant and real problems. We strongly believe that Design & Technology should be an enjoyable learning experience, drawing on disciplines such as mathematics, science, engineering, computing and art. It should encourage children to collaborate, take risks, become resourceful, innovate and show an enterprising spirit. Links will be fostered with the secondary sector and industry to motivate the children in building design skills and thinking about STEM careers.

English

At Rodmarton primary school, we aim for all children to experience a wide range of authors, genres and text types throughout their learning journey. Enabling children to access rich texts, will encourage them to foster a love of reading, in addition, they will gain inspiration for their creative writing. Children study the work of authors and, in turn, become authors themselves.

All children are given the accessibility tools they need to read texts, through daily phonics lessons in KS1, guided reading sessions and word warm-up focuses in both lower and upper KS2.

We also place a strong focus on oral literacy. Throughout their school lives, children at Rodmarton are given numerous opportunities to perform both in class and to the wider school community.

Along with rich texts, children are also exposed to carefully selected media material which provides them with inspiration for their writing.

When it comes to the technical aspects of writing: handwriting, spelling, punctuation and grammar, we believe these should be taught both implicitly and explicitly to the children throughout their English lessons. Children take part in shared writing activities with the teacher, where these aspects are visually modelled. They also receive focused SPAG (spelling, punctuation and grammar) teaching which enables them to focus on the technical accuracy of their written work.

Early Years Foundation Stage

Early childhood is the foundation on which children build the rest of their lives. At Rodmarton Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, physically and creatively to their full potential.

At Rodmarton Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Geography

Geography inspires in children a curiosity and fascination about the world and its people. We aim to equip children with knowledge about people, resources, natural and human environments, in Britain. We also aim to inspire and inform children with knowledge about diverse places around the world, in ways that is meaningful and relevant to them. As children progress, their growing knowledge will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of different landscapes. Children leave Rodmarton School with geographical knowledge, understanding and skills that allow them to explain how the Earth's features, both in their local area and places further away are shaped, interconnected and have changed over time.

History

History is a practical and engaging subject which motivates and inspires our children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Through the study of individuals, societies, cultures and countries within which they lived, history enables pupils to gain awareness of what happened in the past and reasons for these events.

History helps our children understand the complexity of people's lives, the process of change, diversity of societies, the relationships between different groups as well as the changes and challenges of their own time. We teach History through our topic based curriculum. Children learn through linked up teaching and exposure to a wealth of trips, artefacts and visitors into school. Drama and dressing up is used to bring the past back to life and children genuinely develop a thirst for learning about historical events, people and societies.

Mathematics

At Rodmarton Primary School, Mathematics teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems. We focus on developing motivated, creative and resilient mathematicians who can confidently apply what they learn. We foster positive attitudes in all learners and promote enjoyment of mathematical learning through practical activity, exploration and discussion. We challenge children to solve problems through decision-making and reasoning in a range of contexts.

We promote independent learning and thinking, with a particular emphasis on developing a deeper understanding of mathematical skills and concepts. Practise and consolidation play a central role to ensure that children's understanding and fluency in maths are developed together.

It is important to us that children see the relevance of maths and why it is needed in life. We set our children's learning in context by making the links to real life, and across the curriculum, giving their learning worth. We believe the knowledge, skills and understanding that children gain through mathematics will ensure that they are well prepared for the future and are ready for their working life.

Modern Foreign Languages

The learning of a foreign language provides a valuable educational, social and cultural experience. Children at Rodmarton School begin to formally learn Spanish in Key Stage Two. Pupils develop communication and literacy skills that lay the foundation for future language learning. First and foremost, they develop linguistic competence. We believe that this should be at the heart of language learning, and the end goal should be for our pupils to be able to speak with confidence. They will also extend their knowledge of how the language works and explore differences and similarities between Spanish and English.

We aim to ensure that all pupils:

- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

Music

Pupils are encouraged to become musicians, engage with and enjoy music. We provide a broad and enjoyable experience for children who learn to listen to, appreciate, perform, create, critique and evaluate a variety of pieces of music. Singing is a key vehicle to ensure that all children can engage in making music together. Children support each other and improve their own and others' performances in music lessons but also in vast musical productions and concerts; children experience being a part of something big and wonderful. Every child has the opportunity to play and become a skilled performer.

Physical Education

The teaching and learning of PE at Rodmarton School promotes a healthy lifestyle, both physically and mentally through progressive and ability related activities, diversity in curriculum content, extra-curricular sports clubs, intra and inter competitive opportunities and through healthy living education.

Our aim is for all children to:

Understand what defines a healthy lifestyle

- Feel confident to try new things
- Work as part of a team
- Create personal goals
- Reflect productively on their own performance.

We recognise the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport. We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving.

We offer outdoor education opportunities for children throughout the school. Different experiences for different age groups ensure all will get a range of appropriate challenges as they move through the school.

Personal Social and Health Education

An individual's physical, mental and social attributes affect all aspects of their lives, both as a child and as an adult. At Rodmarton School we fervently believe that the personal, social and health education (PSHE) of our children underpins all their learning and is central in preparing our children so that they are afforded the greatest opportunity to reach their full potential and become productive and caring citizens living in today's culturally diverse society.

PSHE enables children to become healthy, confident, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community; in so doing we help to develop their sense of self-worth. We teach them how society is organised and governed and about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. PSHE helps children to acquire the skills, knowledge and understanding, attitudes and values, which are necessary to make sense of their life experiences and to feel confident and informed

We develop community within school through structured systems which provide fair process for children. These are well understood by all and promote happiness in school. In everything we do and every interaction we have with our children at Rodmarton School we understand the behaviour, support, tolerance and attitudes we are teaching. We ensure mutual respect at all times and are sensitive to the varying needs of the children in our care.

Religious Education

At Rodmarton we have two primary aims in our vision for RE education. These are firstly to explore challenging questions about the ultimate meaning and purpose of life, issues of right and wrong and what it means to be human in a safe and non-judgemental environment. Secondly, due to our rural location, we seek to use Religious Education as an opportunity for broadening our pupil's understanding of different people's experience of religious belief and cultural practices in terms not only of local but of national and global contexts. We follow the SACRE agreed syllabus for Gloucestershire which starts by developing our children's knowledge and understanding of Christianity and subsequently introduces other faiths and religions in an evolving spiral curriculum. We enhance our teaching through creatively incorporating elements of art, music, drama and even sport. We also enrich our provision in Religious Education with trips, visitors and opportunities to explore artefacts from other religions. In this way, we aim to prepare our children for adult life in an increasingly diverse and changing world by developing respect and sensitivity towards others and acceptance of other faiths.

Science

At Rodmarton, our aim is for the children to look at the world as a scientist. This means we want them to ask questions about the world they live in and build upon their natural curiosity. Through our teaching we prepare children for life in an increasingly scientific and technological world. We believe that a high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Through building up a body of key knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. Children are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Through our teaching, we aim to ensure that all children:

- Develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them.
- Are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.