

The Belham Primary School



Curriculum Policy

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I. Intent

Our curriculum intent and aims:

Statement of Intent

At the Belham we firmly believe that our role is to educate the future leaders of the world. As such, we feel that our pupils should be given a broad education that tackles big questions such as conflict, power and equality. We want our children to have a firm understanding of artistic and technical skills but more importantly to be able to apply their knowledge and understanding to problem solve and to create. We want our pupils to be resilient and to understand how to tackle challenges, be they academic, physical or psychological. Our pupils are given the chance to take responsibility and to develop their leadership skills. Our children will value the need to fight for social justice across all levels of society. We believe that teaching children about the importance of a healthy lifestyle is vital. As such, our children engage in a wide range of physical activities and are able to prepare healthy home cooked food. In an age where we can't predict the skills that will be needed in the future, we feel that by teaching our pupils to be free-thinking, confident and creative, these are the best ways we can equip them to be the leaders of tomorrow.

Aims

- That all pupils, regardless of ability, are provided with outstanding learning experiences that lead to consistently outstanding levels of pupil achievement
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school
- That all pupils, from the earliest opportunity, are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience
- That a shared sense of purpose amongst pupils, staff and parents is fostered from the very start
- That all children and adults are respected, regardless of race, ethnicity, socio-economic background or ability
- That learning should not be constrained to the classroom and that we make use of our wider community (such as our school garden) as a classroom

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#), which the school has chosen to follow. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). It complies with our funding agreement and articles of association. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing body

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Head of School

The Head of School is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body

- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Inclusion Manager will oversee the provision provided to children with special educational needs and disability (SEND).

4. Curriculum Structure & Implementation

We believe that the most effective learning takes place when there is considerable emphasis on active involvement; the emphasis is on understanding and explaining rather than rote learning, and the curriculum is designed in a way that new learning progresses and builds in small steps upon prior learning.

With that in mind, we have designed our curriculum around key themes that run vertically through the Key Stage (each term) such as: Changing Civilisations; Society, Laws & Beliefs and Migration & Settlement. Connections between subjects are integral as they help children develop and expand their understanding of the world around them. Where possible we teach thematically with children being aware of which 'subject hat' they are wearing for each session.

English: Writing and GPS

Intent

By the end of Year 6, our pupils will be able to form, articulate and communicate their ideas in a way that is coherent for the reader. They will have a developed, wide knowledge of vocabulary and be able to write fluently and for purpose, bearing the reader in mind. Through exposure to a broad range of texts, our pupils will be able to write across genres including non-fiction reports, creative narratives and poetry. They will also be able to self-correct and upscale their written prose using key ideas from the core texts studied and the teaching of higher level, tier two and tier three vocabulary. It is our intention that by the time our pupils enter secondary education in Year 7 that they can consciously monitor sentence structure in their writing and understand why writing is constructed in a certain way. In order to prepare them for secondary writing lessons, their writing stamina will be developed so that their writing delves deeply into the subject matter and fully demonstrates their ability to write effectively.

Implementation

In the Early Years, our pupils learn to write from memory sentences dictated by the teacher and they begin to form short narratives, starting with composing sentences orally. In Key Stage 1 and Key Stage 2, our pupils have the opportunity to write every day, either within English lessons or in wider curriculum lessons. They write across a range of genres including letter writing, narratives,

diary entries and non-fiction reports. We teach writing through CLPE (Centre for Literacy in Primary Education) recommended texts whereby our pupils are exposed to higher level vocabulary and illustrations which spark creative ideas and rich opportunities for writing. In writing lessons, they engage in thinking aloud as they collect ideas, collaborative writing, using film and imagery and whole class discussion to consolidate their understanding. In the older year groups, our pupils are encouraged to re-draft and assess the effectiveness of their own and other's writing by considering intonation and guiding the reader. As well as being embedded within literacy teaching, explicit vocabulary, spelling, grammar and punctuation features are taught throughout the academic year. This enables our pupils to communicate effectively in spoken and written English and ultimately, creates in our children confident, clear and constructive communicators.

Progression of Skills document:

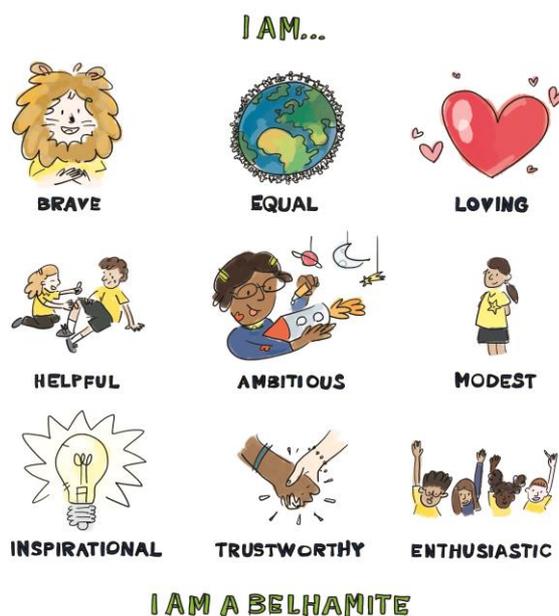
http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/english_writing_progression.pdf

Character:

Intent

By the end of their time at The Belham, children will be well rounded and confident. They will have had explicit exposure to activities that develop their character, in specific activities that support their development and understanding of:

- the relationship between effort now and pay off towards long term goals
- the importance of a moral standard in interpersonal relationships
- how to develop their social confidence



Implementation

Our school values (above) support the teaching of character by giving us a child-friendly shared language with which we can tackle more abstract concepts from Early Years to the top of the school. We will achieve the above by finding opportunities to unpick and explore explicitly, self-control, coping strategies, internal motivation and self-belief. Our co-curriculum supports this through our provision of: competitive sports fixtures, sporting clubs and practices, musical performances, dramatic performances, artistic exhibitions, leadership roles within the school, after school clubs and charity events.

English: Reading

Intent

By the end of Year 6, our pupils will have developed a love of reading and use this to gain perspective on their lives and that of others. They will hold the skills required to tackle challenging texts, many with difficult narrative structures such as an unreliable narrator. Our pupils will be able to read fluently and with confidence. They will be skilled at using decoding to pronounce unfamiliar words and demonstrate a speedy recognition of familiar printed words. This is in order to prepare them not only for secondary English lessons but also the wider world. Our pupils will have developed secure comprehension skills and knowledge from a wide range of stories, poems and non-fiction texts. From these, they will be able draw ideas, compare and contrast. It is our intention that children from Year 2 upwards will have read 9 key texts each year in order to build a bank of high quality literature in addition to the books they study in class. This is to promote greater independence and exposure to vocabulary and narrative. The acquisition of ambitious vocabulary is a school wide focus, which is taught discretely and carefully planned throughout each year and Key Stage.

Implementation

To teach decoding and comprehension in the Early Years and Year 1 the children participate in daily, discrete phonics lessons. Here, the children learn to connect sounds with mnemonic pictures, words with their meanings and stories with the sounds they know using resources from Read Write Inc. In older year groups, our pupils engage in whole class reading, where through discussion with the teacher they learn to explain, retrieve, interpret and understand writers' choices. This will be achieved by using high quality texts in both English and foundation subject lessons, many of which are recommended by CLPE (Centre for Literacy in Primary Education). Other activities such as library monitors, book clubs and reading passports raise the profile of reading. Through the reading passports, our pupils are encouraged to read older texts such as 'Prince Caspian', with rich and antiquated language, as well as newer texts such as 'The Boy at the Back of the Class' which highlights current events surrounding immigration and the plight of refugees.

Progression of Skills document:

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/english_reading_progression.pdf

Maths:

Intent

By the end of their time at The Belham, pupils will be fluent in the fundamental of mathematics, developing a conceptual understanding as well as the ability to recall and apply knowledge rapidly and accurately. They will be able to reason mathematically by finding relationships and generalisations. They will be able to justify and prove their reasoning using mathematical language. Pupils will be able to solve a variety of routine and non-routine problems.

Implementation

At The Belham, pupils are taught using the Math Mastery approach. Each time a concept is introduced pupils will experience the concrete, pictorial and abstract (CPA). This will occur across EYFS, Key Stage 1 and Key Stage 2. Concepts will be taught in a range of different representations and structures. Pupils will be allowed the opportunity to problem solve within each lessons so they can develop their mathematical thinking. Pupils will be exposed to and discuss these problems using the correct mathematical vocabulary which is consistent across the school. Pupils will have regular fluency sessions.

Progression of Skills document:

<https://mathsnoproblem.com/en/programs/primary-maths-series/>

Calculation Guidance:

https://teams.microsoft.com/_#/files/Subject%20Leadership?threadId=19%3A031e9040f8cd4c12b3f8548f23d3b889%40tread.skype&ctx=channel&context=Maths%252FThe%2520Belham%2520Calculation%2520Policy

Science:

Intent

By the time the children leave The Belham, pupils will have had the opportunity to develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. They will also have developed their understanding of the nature, processes and methods of science through different types of scientific enquiry that help them to answer scientific questions about the world around them. They will also be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Implementation

As a school we are dedicate to increasing our children's Science Capital, they will do this through a variety of teaching and learning styles. Our principal aims are that the children will learn, question and explore topics taught. We will encourage the children to question the world around them and to begin to work like scientists, understanding of the nature, processes and methods of science. The children will be taught how to 'work scientifically'. This might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry will include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary

sources. Pupils will seek answers to questions through collecting, analysing and presenting data. Teaching will be through a mixture of whole-class, group and individual work. The children will use a wide range of scientific equipment from our ever growing resources. Children from Key Stage 1 upwards will be taught five units of Science over the course of the year, averaging one topic block per half term.

Progression of Skills document:

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/science_progression.pdf

History:

Intent

'By the end of their time at The Belham, the children will gain an understanding of how civilisation has grown and changed throughout time. They will have a broad and deep knowledge of regional, national and international history and well developed historical thinking. They will have a sound understanding of how Britain was shaped and influenced by the wider world. They will ask and answer challenging historical questions that make links between events, developments, peoples and periods in the past. Throughout their time at the Belham, they will investigate, consider, reflect, and review events of the past. They will be exposed to a range of research tools, multi-modal texts and high quality resources which they will learn to effectively use and evaluate. They will know how to evaluate their sources and the importance of using a range of different sources when drawing conclusions about aspects of history. They will use historical terms accurately in their effective communication of ideas and judgements. At the Belham, the children's experience of history will have been extended beyond the classroom through rich outdoor learning experiences such as school trips and visitors to the school. By the time they reach Year 6, the children will have an understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and will be able to confidently use this understanding to interpret events and developments. They will gain a sense of social responsibility, respect for diversity and a willingness to engage with sensitive and controversial issues. The children will feel prepared for the next stage of their history education and part of their adult life.

Implementation

At the Belham, the History Curriculum focuses on developing children's knowledge of historical eras, key events and significant individuals. For each topic we teach, we identify key factual knowledge we want the children to learn, which is based around what will later support children in developing their further knowledge, skills and understanding. This comprises vocabulary, key facts, processes, explanations, essential dates, words, people, places. Alongside learning key facts, the children will develop their chronological understanding as well as comparing and contrasting life in different periods and making links between different periods studied. Within their history lessons, through evidence handling they will learn how to interpret, analyse and make reasoned judgements about different types of historical evidence. By the time children get to Year 5 and 6, they will be able to address and devise questions about the past and will confidently use the artefacts to construct knowledge and understanding.

History teaching in the Foundation Stage is based on the EYFS for knowledge and understanding of the world. Emphasis is placed on the development of skills and a historical perspective alongside factual knowledge, learning through first hand experiences that allow them to begin to develop an

awareness of time and the past. Children's historical learning in Key Stage One starts with the familiar: their own pasts, those of their families past and their local area. The children's learning then travels back in time through the Great Fire of London and then on to an in depth study of the Great Ibn Battuta. As they move into Year 2, they focus on transportation advancements; including planes, trains and boats!

The KS2 curriculum is centered around gaining an understanding of the period being studied as well as developing key historical skills. At The Belham our sequence of teaching allows the children to build up a coherent picture of history, both British and World, as well as allowing them to establish clear narratives within and across the periods they study. In Lower Key Stage 2 the History of Britain is taught chronologically starting from the Stone Age and Iron age through to Roman Britain then onto Anglo Saxons and Vikings invasion/migration to Britain. They also explore the ancient civilisation of the Ancient Egyptians. As the children move into Upper Key Stage 2 they are exposed to further ancient civilisations such as 'The Greeks' and 'Early Islamic Civilisation'. In both Year 5 and 6, the children gain experience of tracking a theme across time; noting connections, contrasts through the study of crime and punishment post 1066 and a study of migration and settlement in Britain from Celtic and Roman times to modern day.

At the start of each year, over a two-week period, each year group completes a local history unit. This study provides rich opportunities to engage children in their immediate local area and understand their own history and how history contributes to a greater overall understanding and bigger picture. It enables the children to discover the people that lived in their community in the past and allows them to explore how their lives may be similar and different to our own.

Through topics, individuals and groups studied the children will gain an insight into the diversity of people's experiences at given times in the past. Throughout their time at the Belham, the children will gain a more profound understanding of diversity in the past and will begin to challenge their own and other's misconceptions of the past.

Progression of Skills document:

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/history_progression_map_new.pdf

Geography:

Intent

It is our intent for the Geography element of our school curriculum to inspire pupils with a curiosity and fascination about the world and its people. At the Belham, the children are encouraged to develop a greater understanding and knowledge of the world and their place in it. By the time the children leave the Belham, they will be informed and active citizens with an understanding of how their lives are connected to others and are both shaped by and impact on the environments that they inhabit.

Through studying regions in Europe, Asia and North America the children will gain an understanding of diverse places, people, resources, human and physical environments. They will explore why people chose to settle where they did and compare how land use has changed over time. The children will gain an understanding of how human geographical factors such as migration and trade have shaped our cities and our everyday lives. By the time they leave the Belham they will have developed contextual knowledge of all the areas they have studied as well as the location of globally significant places. They will be able to compare locations around the world considering

geographical features, climates, population placements and cultural differences. The children will have a deep understanding of the Earth's key physical processes, and as they progress their growing knowledge of the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Through fieldwork in the local area and beyond, our children will gain key geographical skills such as using a compass, map reading and studying aerial photographs, both past and present as well as using globes and digital mapping to name and identify countries, continents and oceans. By the time the children leave the Belham, through observing, measuring, recording and finally presenting the human and physical features in the local area, they will have a sound understanding of the area in which they live.

Implementation

In ensuring high standards of teaching and learning in geography we implement a curriculum that is progressive throughout the school. These progression statements are mapped out and linked to different topics across the year groups. The curriculum has been designed to develop knowledge and skills that are progressive, as well as transferable with skills being revisited throughout key stages. Where applicable teachers will follow a thematic approach making links between their geography and history topics within a term. When following this approach, teachers will ensure that the development, knowledge and thinking of each subject is emphasised and clear. Pupils will know clearly when they are thinking geographically, being geographers or wearing their geography hat! For other topics, teachers may choose to ensure the integrity of the subject and skills being taught by teaching as part of a separate half termly block.

At the Belham we promote a language rich geography curriculum which is essential to the successful acquisition of knowledge and understanding in Geography. The children will access a range of secondary resources to develop their knowledge and understanding. During their time at the Belham, children will learn about their local area, and compare their life in this area with that in other regions in the rest of the world. They will learn how to draw and interpret maps and they will develop the skills of research, investigation, analysis and problem solving.

Geography teaching in the Foundation Stage is based on the EYFS for knowledge and understanding of the world. Emphasis is placed on the development of skills and a geographical perspective alongside factual knowledge, learning through first hand experiences that begin to develop an awareness of time and the past. Children's learning in Key Stage 1 is focused on starting with the familiar looking at the local area and slowly builds outward from London to the UK to the wider world.

In Lower Key Stage 1, the children will focus on gaining an understanding of the Earth's key physical processes as well as looking at how landscapes and environments have changed over time and why people chose to settle in certain place. They will further their understanding of the world by making comparisons between their local area and an area in Europe. In Upper Key Stage 2 the children will focus on exploring diverse places, people, resources as well as studying natural and human environments. They will focus on their place within in the world, the impact that humans have on world and what they can do to protect it.

Progression of Skills document:

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/geography_progression_map.pdf

RE:

Intent

R.E at the Belham provides children with the opportunity for learning about people, cultures, faith and healthy relationships as well as about tolerance, understanding and appreciation of others' beliefs and values. It provokes challenging questions about meaning and purpose in life, beliefs, issues of right and wrong and what it means to be human. At the Belham, we want our children to understand and celebrate each other's differences as well as share and discover their similarities. The children will be taught the vital knowledge needed so they can appreciate and celebrate diversity, show respect and gain a deeper understanding and awareness of the world and global challenges. R.E at the Belham teaches pupils to develop respect for others, including people of different faiths and beliefs and helps to challenge prejudice. It encourages pupils to be confident and provides them with a safe environment to express their views and opinions. It encourages empathy, generosity and compassion.

Implementation

The R.E curriculum at the Belham will provide children with the opportunity to:

- A. Learn about and understand a range of religions and worldviews**
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews.**
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews.**

At the Belham we use the knowledge and vocabulary laid out in the Southwark Locally Agreed Syllabus. The Early Years Foundation Stage experience R.E through three themes: Celebrating special times, stories and what they tell us, aspects of identity and relationships. In Key Stage 1 and 2 each year group focuses on one big question throughout the year and they examine this question by studying different religions.

We aim to use a variety of teaching and learning strategies in RE. In the Foundation Stage the children learn through exploration, play and role play. Key Stage 1 and 2 children learn through investigation, discussion, exploration and evaluation. By the end of their time at the Belham the children's experience of R.E will have been enriched by school trips to local places of worship and through visits from faith leaders in the community.

Progression of Skills document:

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/r.e_progression_of_skills_overview_may_2020_.pdf

PSHE/RSE:

See separate RSE Policy for details of how we teach Relationships and Sex Education and Health Education.

Progression of Skills document:

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/pshe_progression.pdf

Computing:

Intent

By the end of their time at The Belham, pupils will have been taught computer science so that they are able to design, write and debug computer programs; use sequence, selection, and repetition in programs; work with variables and various forms of input and output and they will use logical reasoning to explain how some simple algorithms work. Their learning of digital literacy will enable them to understand computer networks including the Internet, use search technologies effectively and be discerning in evaluating digital content. They will have used a variety of software to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Importantly, they will have learned how to use technology safely, respectfully and responsibly and recognise acceptable/unacceptable behaviour.

Implementation

Students will have regular explicit computing lessons in addition to completing cross curricular project work. Lessons will use a variety of software programs and technology.

Progression of Skills documents:

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/computing_1_computer_science_progression.pdf

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/computing_2_digital_literacy_progression.pdf

Art and Design:

Intent

By the end of their time at The Belham, pupils will have developed their critical thinking skills by studying a broad range of artists and styles. Children will be able to justify their use of line, tone, pattern, colour, texture, shape, form and space when creating art. Children will have had experience in creating sculpture, composing and taking photographs and in a range of print making. They will be outward looking, willing to engage with their community and will have experience of working directly with local artists and galleries on smaller and large scale projects. They will have a strong sense that the creative industries are a viable option for future careers.

Implementation

At The Belham the teaching of art is not limited to a weekly explicit lesson. Children will be exposed to art during regular Creative Reflection Time sessions, explicit lessons and the strong cross curricular between art and other subjects. Over the course of their seven years, in their explicit art lessons, they will develop through a progression of skills in painting, drawing and other medium, including sculpture, photography and printmaking.

Progression of Skills document:

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/art_progression_map.pdf

DT

Intent

By the end of their time at The Belham, pupils will have had the opportunity to develop their design and analysis skills to become innovative, inventive and enterprising citizens. Alongside their critical thinking skills, pupils will have been able to make choices, test designs, and evaluate their creations, demonstrating adaptability and creativity. They will have followed design briefs that have promoted a progression in skills in nutrition, textiles and mechanisms/shelters. They will be able to identify users of their products and research their market. Having met and worked with engineers, architects, designers and chefs, pupils will know that design is integral to innovation and manufacturing. They will see design as a viable choice for their professional careers.

Implementation

Over the course of each year, children will complete a project using food, fabric and one focused on construction. Children will be provided with explicit lessons focusing on either core knowledge or core skills based on the progression of skills for each of the subject areas. Children will be encouraged to use subject specific vocabulary. Projects will focus on the design process with children applying the knowledge they already have.

Progression of Skills document:

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/dt_progression_map.pdf

Modern Foreign Languages: Spanish

Intent

By the end of their time at The Belham children should be able to formulate simple written sentences in Spanish, be able to communicate basic knowns and verbs, get directions, order food and use basic greetings. Children should understand some of the basic grammatical sentence structures such as noun adjective rather than adjective then noun (this will be linked where possible to GPS teaching).

Implementation

We ensure that teaching is fun and engaging with an emphasis on spoken language skills, music, movement and role-play. We use a variety of rich resources including Language Angels and other online curriculum schemes. Every class has a weekly timetabled Spanish session. Children in KS2 upwards are asked to write more regularly in sessions whilst children further down the school will write in Spanish less regularly.

Music:

Intent

The National Curriculum states that “Music should engage and inspire pupils to develop a love of music”. That music uses a universal language is to all of our advantage and so, as a diverse school,

we can use it express ourselves, our feelings and our understanding in many ways and to the benefit of the whole community. As pupils progress through the school, they must develop their critical engagement with music by listening to a wide variety of styles of music, composing and performing to small and larger groups. They will also learn to notate their compositions, firstly, using any visual notation and, ultimately using conventional musical notation.

Implementation

Singing lies at the heart of music making at The Belham Primary School. All children take part in a year group singing lesson once a week and join together to celebrate their learning with the whole school once a week. They also have a weekly music lesson in which they will learn and practise all the necessary skills to become a discerning listener, composer and performer with a variety of tuned and un-tuned percussion as well as their voices. In Year 2, all children will learn the descant recorder and in Year 5, all children will take an active role in a small ensemble on the recorder or a range of other percussion instruments.

All children from Year 3 up have the opportunity to learn a musical instrument with a member of our peripatetic staff. These instruments are supplied by the school and loaned to the children, free of charge, for their life at the school. Lessons are given in small groups of between two and four children during the school day. Fees may be subsidised as part of our commitment to offer instrumental lessons to all children regardless of their family's ability to pay. Opportunities to perform in concerts and assemblies may be taken up if children show great progress through enthusiasm, hard work and regular practice.

Progression of Skills document:

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/music_progression_at_the_belham.pdf

PE:

Intent

By the end of their time at The Belham, pupils will be able to explain the rules and play a variety of different sports. They will have a bank of transferable skills related to areas such as ball control and balance and movement. They will be able to discuss tactics and communicate effectively both before games and on the pitch. Pupils will understand the importance of fair play and the need to demonstrate good sportsmanship both on and off the pitch.

Implementation

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of equipment. Children from Key Stage 1 upwards benefit from two hours per week of timetabled lessons in addition to a block of yoga sessions per year and other ad hoc sessions.

Competition:

A balance of individual, paired and group activities both collaborative and competitive will cater for the preferences, strengths and needs of every pupil. We will teach children how to deal with the emotions of success, failure and frustration. Our competitive sports provision aims to ensure all students understand the value of being a good sports person. We aim to allow as many children as wish a chance to represent the school in a competitive fixture.

Progression of Skills document:

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/pe_progression_map.pdf

****See our EYFS policy for information on how our early year's curriculum is delivered ****

5. Impact Monitoring

Class teachers will ensure that the children in their class have covered the relevant skills from each subject's progression of skills document.

Subject leaders complete subject 'curriculum health checks' at varying points over a one or two-year cycle which are presented to the governing body. These allow not only for reflection against their subject actions but also allow the governing body to act as a critical friend. Subject leaders will also monitor the coverage of skills across each year group.

Subject leaders and senior leaders monitor the way subjects are being taught throughout the school in a variety of ways. See our Appraisal, Monitoring Moderation Cycle document for further details.

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- School visits
- Pupil voice sessions
- Curriculum meetings
- Subject 'Curriculum Health Checks'