



Love To Learn

## **TEACHING & LEARNING POLICY**

**ADOPTED DATE: JANUARY 2019**

**REVIEW DATE: JANUARY 2022**

**Malcolm Sargent Primary School  
Empingham Road  
Stamford PE9 2SR**

**Engage & Inspire**

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**Nurture & Growth**

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**Pride & Joy**

## What Is The Scope Of This Policy?

This document reflects the school values and philosophy in relation to the teaching and learning of the whole school curriculum. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on our philosophy and aims underpinning the development of our curriculum, how we teach it, and how children learn from it.

The policy document having been presented to and agreed upon by the whole staff and the Governing Body is distributed to all school staff and governors and can be found on the S Drive.

## What Is The Curriculum?

The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact/achievement).

## The Intent Of Our Curriculum, Its Teaching And Learning, Is Aligned With Our Vision, Values & Aims

At Malcolm Sargent Primary School, our vision is that children should be taught how to learn, the importance and pleasure of learning, alongside being taught the skills they need for life. The teaching and planning of our curriculum, is central in ensuring our vision and values are reflected within the outcomes of pupils over their seven year journey with us.

Our teaching and the school curriculum must instill and create a **love of learning** in all children, through our values:

*Ensuring we **engage and inspire** the children to want to learn, to find out more, to become independent, self-motivating and enthusiastic, striving to achieve well and reach their full potential - and who will ultimately want to continue learning and achieving beyond their seven years with us.*

*Ensuring we **nurture and grow** life-long skills that will provide a firm and positive platform from which to continue developing in the future – socially, emotionally, personally, culturally, morally and spiritually. It must instill strong British values that will grow a deeper understanding of the world we live in, and our place within it as respectful future citizens.*

*Ensuring we provide the children with a sense of **pride and joy** in their achievements and in other people's, a sense of belonging and pride to be a part of a school and wider community, and the importance of working together to achieve the very best we can, supporting others to do the same.*

Our teaching should reflect our vision and values at all times, but should also meet our aims to be:

- **Challenging** – to ensure children reach the highest possible standards and academic achievements, fulfilling their individual potential.
- **Relevant and purposeful** – to ensure children understand why they are learning, how to apply skills outside of the classroom and buy-in to the learning experience.
- **Fun** – to ensure children enjoy coming to school, and take part in activities that they will remember.
- **Broad and balanced** – to give children a rounded and full curriculum experience using the National Curriculum content and ensure all children have opportunity to find out what they are good at, and what they need support with, to find and foster interests, hobbies and pursuits that will last them for life.
- **Inclusive** – to give all children, no matter how they might prefer to learn, whatever medical needs or disabilities they may have, their social or economic background, gender, ethnicity, sexual orientation or individual characteristics - a curriculum that ensures they reach their full potential.
- **Sequential** – Knowledge and understanding is taught sequentially from Foundation Stage to Year 6 building skills progressively.
- **Assessed** – children's progress and attainment of the curriculum they receive is continuously assessed in order to know which skills need to be taught more, or taught differently; to know which children need the most support; to know what the next steps are to challenge each child to reach their full potential.
- **Respect and value** each individual child – to ensure they feel part of a team, where everyone works together to learn, where they feel safe and secure to be themselves, explore their ideas, succeed with pride and make mistakes with a positive attitude of self-improvement
- **Motivate and encourage** children to learn through a positive and trusting environment that rewards and celebrates success
- Give the children the least help possible, to encourage them to **lead their own learning**; becoming independent and self-motivating through a range of strategies such as:
  - exploration, enquiring, investigating, questioning
  - dialogic learning and development of oracy promoting and developing articulate and accurate speaking and listening, discussion and debate within lessons

- solving problems, working in teams, and individually to overcome challenges and find out things for themselves
- take ownership over their learning by being involved in the learning process – knowing what they need to achieve and how to achieve it, and given the tools to do this for themselves as well as assess and provide feedback on their own and other children's work.
- Offer high **quality first teaching** for all, where the children that need the most support, have more teacher contact time to help them
- **Direct adults** and resources to enable the teacher to fulfil their role effectively
- At all times provide at least the basic **aged related knowledge, understanding and skills** to all children who have the potential to meet these expectations
- Ensure all children are challenged to reach their individual potential through carefully **differentiated support and challenge**
- **Offer additional support** for those children that are not reaching their potential, which may include those children with additional needs
- Makes **reasonable adjustments** to our expectations and the curriculum for those children that do have additional needs
- Ensure children understand the **goals and targets**, the outcomes of their learning journey, what they have achieved so far, and what they need to do next in order to achieve them
- Work in a strong **partnership with parents** to achieve high standards and achievement for all children

Senior Leaders in school have responsibility for overseeing the INTENT of the school curriculum. They have the role of setting the vision, values and aims for the school curriculum, for ensuring it is being designed, developed and implemented in line with the policy, values and aims.

## How Is Our Curriculum Intent Developed?

Subject leaders work closely together to support the intent of the curriculum and how it is implemented in the classroom. They have responsibility for setting the curriculum content and coverage from the Foundation Stage to the end of Year 6, for each subject area. They ensure the aims and values of the policy are being met at the long term planning stage. They are also responsible for ensuring teachers have the correct resources to teach with, and that they have the skills and knowledge to implement the curriculum with confidence, providing necessary training and support where needed.

Subject leaders work in four curriculum teams, who write an annual action plan based on areas of development needed for each curriculum subject within four disciplines. The STEM curriculum team manages Maths, Science, Design Technology and Computer Technology. The ENGLISH curriculum team manages Reading, Writing, Grammar, Punctuation, Spelling and Oracy. The HUMANITIES curriculum Team manages History, Geography, Art, Music, PSHE, British Values, Outdoor Education and MFL. Sport is managed by a smaller

curriculum team with responsibility for all sports competitions, internal and external, additional exercise such as the Daily Mile, the PE curriculum and Sports Premium funding.

Curriculum Teams meet at least each half term to monitor the completion of any actions outstanding on the curriculum plans.

## How is our Curriculum Designed & Implemented?

Our curriculum is **knowledge** and **skills based**.

The skills within the curriculum are age-related, **progressive and transferable**, taught sequentially from the Foundation Stage to Y6. Children acquire new skills whilst embedding and consolidating the skills from previous years. The skills for our curriculum are taken from the year group expectations in the National Curriculum.

The knowledge within the curriculum is taken from the National Curriculum programs, to ensure content is not repeated and can be used to easily apply skills.

When children are at primary school age, the most important skills for their future, are the ability to **read, write and understand basic mathematics**. The skills in these core academic areas are taught discretely through the National Curriculum Reading, Writing, Spelling, Punctuation & Grammar (SPAG) and Mathematics sections. They are consolidated to a point where children have truly understood to a deep and long lasting level, when they have **mastered** the skills.

To master skills in Reading, Writing and Maths, they must be **applied to a range of contexts** and purposes in their own subjects and in other curriculum areas. For example, when a child can use a full stop when writing instructions for a kit-car, when listing a method for a science experiment, when writing a report on Georgian history or designing an advert for a geographical location, it has been mastered. In this way, we design **cross-curricular experiences to apply skills** in a range of contexts and purposes to offer a broad and balanced curriculum *and* opportunities for mastering the essentials for life.

Teachers have the role of designing the sequence that subject content is planned on the long term planning map, and then delivered for their year group in a way that provides cross-curricular links and opportunity for application of skills. They ensure the sequence of teaching best fits other curriculum subject content across the year, making cross-curricular links to create themes and topics (predominately from the Power Of Reading book choice), and ensuring the content is engaging and inspiring by adding hooks to inspire the launch of topics and celebration events to summarise them.

Teachers then meet weekly in their year groups to use the long term planning map to create medium term plans and short term plans where needed, ensuring at all times to curriculum is inspirational, engaging, relevant and challenging, that it meets the vision, values and aims set out above, which may mean using other stimulus from the local area or in current affairs to supplement the knowledge and skills taught as standard.

Teachers produce a curriculum offer each half term to summarise the content being taught by subject areas, reflecting the skills and knowledge learning (published for parents to view).

Our curriculum offers will deliver the progressive acquisition of skills in all National Curriculum areas and also:

- British Values & community cohesion
- Finance and enterprise
- Environmental awareness
- Emotional Wellbeing

Parents have the right withdraw their children from Sex & Relationships Education and Religious Education, if they apply in writing to the Principal stating their reasons (alternative arrangements will then be made for that child by the school).

## How Is Our Impact Of Our Curriculum Evaluated?

Senior Leaders are responsible for quality assuring and measuring the impact of the curriculum at every stage.

- Leading Curriculum Teams to ensure the curriculum content and curriculum subjects are being developed in line with policy.
- Attending weekly planning meetings to ensure the medium term plans reflect the vision, values and aims of the policy, e.g. that it is purposeful, relevant, includes mastery.
- Lesson observations to ensure the delivery reflects the planning and content and is bringing about excellent progress for learning.
- Book Scrutiny to ensure the children are making progress through the acquisition of skills and knowledge at and age appropriate level, including challenge and mastery for all.
- Holding Pupil Interviews to ensure children are “engaged & inspired”, feel they are making progress, are aware of areas to develop and strengths, know what to do to support themselves, and/or what additional support is given to them.
- Analysing and evaluating pupil outcomes from assessments throughout the year and ensuring areas of concern are addressed rapidly and robustly, if they occur. To do this we follow the ‘School Schedule For Evaluating Success Of Pupil Achievement’ which in summary ensures we:
  - **Continuously assess** children’s attainment of age-related skills to make judgements based on children’s day to day ability, to decide whether the child is attaining in line with age-related expectations, or whether they are attaining above them, or below them, and then to make prompt adjustments to the teaching within the lesson; and then to future planning of the curriculum. (See Assessment Procedures)
  - **Track progress** of children’s attainment in the curriculum, so as to make adjustments to the curriculum, planning, delivery of lessons; and to identify children who may require additional support to reach their potential.

- **Moderate** judgments about children's attainment and progress with other teachers to ensure they are accurate, (See School Schedule For Evaluating Success Of Pupil Achievement & Robust Quality Assurance Of Teaching, Learning & Assessment Procedure)

Curriculum Governor Committee evaluating the effectiveness of the school curriculum following the Curriculum Charter which sets out how evaluation is undertaken at this level and providing necessary challenge where needed.

Analysis and evaluation of feedback from pupils, staff and parents from questionnaires and interviews to inform future intent and implementation.

*Other documents, policies and procedures that may be read in conjunction with this policy are as follows:*

- *National Curriculum (for learning objectives and skills)*
- *Long Term Planning for each Year Group*
- *Curriculum Offers for each Year Group*
- *School Schedule For Evaluating Success Of Pupil Achievement*
- *Robust Quality Assurance Of Teaching, Learning & Assessment Procedure*
- *SEN Policy*
- *SEN Procedures*
- *Equal Opportunities Policy*
- *Early Years Foundation Stage Policy*
- *English as an Additional Language Policy*
- *Food Policy*
- *RE & Collective Worship Policy*
- *SRE Policy*
- *Drugs Policy*

*This policy is reviewed regularly by the Governing Body as part of the Curriculum Committee charter.*

## Appendices

All curriculum areas below adhere to our Teaching & Learning Policy, in upholding the Vision, Values and Aims.

### Core Subjects

All core subjects are taught through age-related skills, which are progressive. Core subject skills are taught discretely, and then consolidated, to support children's mastery of these skills, by using and applying them to all other curriculum areas where possible.

### Our rationale for Reading:

We consider reading to be the most important life skill that we can teach. In learning how to read, the importance of reading and a love of reading, children will be supported in developing skills and understanding in all other curriculum areas, expanding their potential to succeed in life exponentially.

We use the National Curriculum age-related expectations and objectives to ensure children acquire age-related expectations in Reading, by the time they leave Primary education, wherever this potential is possible.

In the first instance, we aim to ensure children acquire skills in phonological awareness and how to apply this to decode and gain fluency in reading. Increasingly, children will need to be given skills to comprehend what they reading, interpret texts and find information, developing an awareness of authorial intent, genre purpose and literary devices used for effect. Alongside these skills in reading fluency and comprehension, children, most importantly, should be given desire and the passion to read, so as to motivate and extend their reading, acquiring excellent reading habits that will support them beyond their seven year journey with us.

To do this, we will teach the underlying skills of reading, such as phonics, and also study a range of excellent quality, interesting fiction and non-fiction texts, paper and electronic, from a variety of genres, with which to apply skills such as phonics, graphic and syntactic and contextual comprehension. Children will have the opportunity to read newspapers, magazines, big books, posters, ICT based texts, advertisements, large texts, information booklets, alongside reading schemes and our extensive library of popular and quality fiction and non-fiction texts.

### Our rationale for Writing - incorporating Spelling, Punctuation & Grammar, (GPaS):

Writing is more than the recording of meaningful letters or characters that constitute readable matter. It is the ability to effectively communicate ideas, information and opinions through the printed word, in a wide range of contexts and across all curriculum areas.

The ability to write is fundamental to pupil's development as independent learners. We believe that writing should be both inspiring yet challenging in enabling our pupils to become motivated and adept writers in any given situation.

We use the National Curriculum age-related expectations and objectives to ensure children acquire age-related expectations in Writing and SpaG, by the time they leave Primary education, wherever this potential is possible.

Initially children are taught the skills to communicate their ideas, to make meaningful marks and develop their fine motor skills and control. Children continue to develop skills in their presentation of writing and of their ideas through writing.

Children develop skills in understanding the purpose of the writing, the intended audience, and how this impacts on the nature of the writing content and style. They develop skills in communicating their ideas with increasing awareness of the audience and skills in manipulating the style and content for its impact on the reader - writing for a variety of reasons, in a variety of styles.

Alongside this, skills are taught to assist children in developing style and purpose within their writing, such as spelling, grammar and punctuation, word, sentence and text level structures and literary devices to create an effect (the mechanics of writing).

Children learn how writing requires 'crafting' through a constant process of revision, editing and improvement. Children are taught how to analyse and critique, to talk about their own writing using the correct vocabulary, and other children's and how to use skills and ideas from their reading of high quality texts.

### Our rationale for Mathematics:

Mathematics is a key life skill which children must acquire to age-related expectations by the time they leave Primary education, wherever this potential is possible.

Through the National Curriculum age-related outcomes, Mathematics should develop children's ability and confidence to problem solve, investigate and explore number, patterns, shapes and data, so that they can apply the skills of arithmetic to other mathematical.

It should involve real life, practical and experiential learning opportunities that support children's independence to use mathematics in a variety of ways.

Children should be taught to solve problems and understand mathematical concepts in a variety of ways, using resources, visual aids and with scope to discuss and explore their approaches and understanding with other children and adults.

It should develop children's ability to use mathematics in other curriculum areas, selecting the correct methods, resources and approaches, in order to analyse, solve problems, communicate information and complete real life, practical tasks – all of which should be designed to support the children's use of mathematics for the rest of their life.

### Our rationale for Science:

Science is a key life skill which children must acquire to age-related expectations by the time they leave Primary education, wherever this potential is possible. We believe science encompasses the acquisition of skills and knowledge, concepts and positive attitudes using the National Curriculum age-related expectations.

Science skills should be taught to enable children to communicate using specific and precise language involving mathematical, logical and creative thinking. Children should develop skills to help them problem solve, designing ways to test and to find out answers to problems and questions; selecting and using scientific equipment and collating and interpreting results so as to become increasingly confident in their growing ability to come to conclusions based on real evidence.

The main focus of our approach will be through open-ended investigations where we encourage children to recognize the need for, observation, sorting and classifying, research, fair testing, pattern seeking, making things and developing systems.

Each child has their own Science journal in which they can tick and date (with teacher guidance) any 'I can' statement they feel they have achieved. As children complete science investigations or observations they can also tick any 'I can' statements they have achieved (with teacher guidance).

## Non-Core Subjects

Non-core subjects are taught with key skills through a variety of content arranged in topics and themes and taken from the National Curriculum, or from local, regional and national initiatives, events and current affairs, relevant content to children, teachers or the school and passions and interests of the children and teachers.

## Our rationale for Information, Communication Technology (ICT):

ICT underpins today's modern lifestyle and it is essential that all pupils gain the confidence and ability, that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world. The use of ICT will enhance and extend children's learning across the whole curriculum whilst developing motivation and social skills.

Children are taught skills in how to use ICT as a tool to support and further their own learning in all curriculum areas. It is used to enhance children's handling and analysis of data and number in for example mathematics, science and geography, using spreadsheets. Skills are taught to support children's development and manipulation of written content across a range of subjects, to design writing for a range of purposes that combines text with images, or manipulation of structures through a word processor or publishing software. ICT is used to support children's research and information retrieval from the world wide web and through databases, and used to communicate via email, blogs and instant messaging. ICT is used to teach skills in controlling devices, giving instructions, to model outcomes and to plan, using control and modelling software. ICT teaches children the skills in how to create their own tools for a purpose through programming simple codes and instructions. Throughout the acquisition of these skills, our Safeguarding Policy ensures children learn how to use ICT in a safe, acceptable and responsible manner, (please refer to the E-Safety Policy & Acceptable Use Policy).

## Our rationale For British Values & Community Cohesion

Central to the development of children's skills for life, is their understanding of themselves and their place within the society and country they live in. We believe children should be taught strong values to support their respect and tolerance of different faiths and beliefs and those without faith; an understanding of individual liberty, the rule of law and democracy. We nurture children in British Values and community cohesion through a curriculum that enriches children's experiences of societal and world-wide issues and current affairs; through involvement and education on democratic voting processes and politics; through education and discussion about the law and justice system; through a strong sense of school identity and restorative approaches that encourage deep reflection of individual actions and consequences; through a celebration of individuality and success, team work and pride, and opportunities to work with a broad range of children from different cultures and in support of the local community.

## Our rationale for Geography:

Geography is central to children's understanding of their locality, and wider localities, their place in the world around them, and how that world works and interacts. It should be fun, relevant by working from starting points that are familiar to children, challenging and engaging - supporting children understands of how localities compare and contrast, develop and change and are influenced from humans and physical features. Children should develop skills in enquiry, investigation and making connections between places, people and things that occur in the natural landscape.

## Our Rationale for Environmental Awareness & Sustainability:

As future citizens of their planet and local environment, children should have a broad and deep understanding of their responsibility towards the environment they live in, and how to sustain it for future use. This area of the curriculum is managed through the Green Team, a working party of children and adults which explores ways to enhance this understanding and responsibility, developing skills and participation with all children in reducing, reusing and recycling waste, energy conservation and environmental protection, both within school and within the local community.

## Our rationale for History:

History is central to children's understanding of the past, and how events within the past have shaped their life today, and continues to influence their future. It should be fun and made to be relevant to the children, by working from starting points that are familiar to them. It should challenge and inspire the children to develop skills in enquiry, challenge their thinking on reliability of information, and make connections between events today and how they have been influenced. It should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment.

## Our rationale for Design Technology:

Design and Technology prepares children to take part in the development of tomorrow's rapidly changing world. It is about designing and making products for a specific need or purpose. It involves children in learning about the world we live in and developing a wide range of skills through designing and making. Children learn how to think creatively, how to organise themselves and how to work with knowledge and practical skills to bring about change through their ideas. Through design and technology children become discriminating and informed users of products and become innovators.

## Our rationale for Finance & Enterprise:

To support children's development of skills for life, we believe our curriculum should be enriched with opportunities to develop skills and understanding on how to manage money and develop business sense. Children should be taught the value of money in today's society, how to manage it safely, how to use it to make more money, and make a profit through enterprise and investment, how basic economics operates such as savings or borrowing money, interest and tax, and how to improve enterprises through efficient stock control, sales, marketing and recruitment. We aim to also develop children's sense of the

working world to prepare them for their future, including developing employability skills and an awareness of the importance of different jobs that make up a functioning society.

### Our rationale for Physical Education:

We believe all children should have opportunity to take part in Physical Education, and sporting events across all age ranges in the school, and experience competitive sports, whilst developing skills and understanding about the games they play. We believe that in giving children these opportunities, we will be encouraging them to foster an enthusiasm or interest for particular sports, giving rise to potential continuation and development in the future. We also believe that in giving children these opportunities, those with a particular interest or skill should then be given further opportunity to develop this further, through further competitive level sports, entry into teams, attendance at additional training sessions and experience of local, regional and national competitions. In this way, those with a talent for this curriculum area are given full opportunity to extend their skills and achieve well, instilling a sense of pride and joy in what they do, and how we achieve as a school.

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, co-operative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

### Our rationale for Art & Design:

Art & Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and is a special way of understanding and responding to the world. It enables children to communicate what they see feel and think through the development of skills in using colour, texture, form and pattern and different materials and processes. Children become involved in shaping their environments through Art & Design activities. They learn to make informed judgments and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the role and functions of Art and Design, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives. We are passionate about art and the creation of exemplary expressions of thought, feeling and manipulation of skills from children of all ages, and in celebrating this in our galleries and exhibitions both within school and beyond.

### Our rationale for Music:

We are passionate about music at the school. Children will experience a range of different musical opportunities throughout their seven year journey at the school, including a music curriculum that teaches skills in listening to and responding to music, making connections between genres, artists and instruments, participation and composition, and an understanding of the basics behind musical notation and orchestration. Children will be taught how to listen deeply, consider the purpose and history behind music, the emotions and feelings of composers and artists that create music, and how to use this in their own pieces of music. Children will acquire a progressive level of skills in playing a recorder, and

be given opportunity to learn how to play a wide range of instruments from peripatetic teacher and wider curriculum experiences. Children will be given opportunity to develop their voice, participate in local and national competitions and events, for the choir, band and smaller ensembles, combining music with drama and art for affect.

### Our rationale for Drama:

Drama is a vital way of communicating in school, public life and internationally. Drama enables pupils to express themselves creatively and imaginatively and to communicate with others effectively. Practical learning can be crucial to understanding and is an extremely effective means of communicating ideas. Using elements of drama throughout the curriculum will enrich children's learning and development.

As an academy we want to give children the opportunity to use drama in many areas of the curriculum, as a learning tool. In doing so, we aim to develop skills in personal and emotional aspects of learning such as expressing themselves and how they and others feel, communicating effectively, gaining confidence. We also aim to develop skills in children's use and understanding of drama in performance, where we stage

high quality productions that take full account of what children do to impact on the audience, developing skills in audience awareness, acting, singing, stage production, lighting, sound and props.

### Our rationale for Modern Foreign Languages (MFL):

Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. The focus language taught in our school will be French.

Our curriculum aims to foster an interest in languages by introducing them to children, and by encouraging curiosity and experimenting with the language. We also aim to help children understand the language in the context of the culture, learning the skills of comparison and contrasting cultures, languages, and skills in speaking and listening.

### Our rationale for Personal, Social & Health Education (PSHE):

PSHE underpins all curriculum areas, but is also taught discreetly as part of our curriculum using the JigSaw Curriculum Framework. It is an essential part of how children develop over the seven year journey with us, preparing them for living their life as excellent members of society.

Our PSHE curriculum supports children's growth and development socially and develops their skills and understanding of managing themselves in social situations, gaining confidence to ask for support where needed, and to use their initiative to support others when needed. It teaches children the importance of and develops skills in discussion, team work, compromise, and alleviation when interacting with others. It teaches children skills to gain confidence in their individuality and to respect and celebrate it in others. It teaches children skills in developing positive attributes and a positive outlook, problem solving and using initiative, reflecting and thinking to support themselves and other people. It supports

their understanding of how to be healthy and happy, managing their diet and looking after their bodies, both in and out of school. It teaches children about their own development in the future, and how to manage their expectations, aspirations and be inspired by what life has to offer them, making excellent choices. It teaches children about how to stay safe from harm, helping them to build resilience and awareness of protective factors for the future. It also teaches them about how to be a great British Citizen, through following the fundamental British Values and how to stay emotionally healthy by developing strategies to support positive, resilient mental health.

We believe children should be rewarded for succeeding, supported to make the right choices in their developmental journey. We take every opportunity, including playtime and lunchtime, to deliver a curriculum that will support this development in their time with us.

(Please also refer to the Drug Policy and Sex & Relationships Policy)