



SWANAGE PRIMARY SCHOOL

Reviewed: October 2025
Next Review: October 2028

Curriculum policy

In reviewing this policy and making decisions regarding the curriculum due consideration has been given to equality legislation.

Overview and information

This policy provides an overarching framework that translates the values and aims of the school into effective teaching and learning.

The policy covers both the National Curriculum 2014, which provides the legal foundation and secures an entitlement for all pupils, and all that is learned in school, formally and informally, and within and beyond the school day.

The policy establishes principles against which other policies and procedures can be developed or checked so that they are consistent and coherent.

The legal requirement includes: teaching the National Curriculum, religious education and sex education to secondary age pupils; teaching about drugs as per the science element of the National Curriculum; providing a daily act of collective worship; avoiding political bias; providing careers education and guidance with access to specialist support; making provision for pupils with Special Educational Needs; deciding whether to disapply aspects of the curriculum to provide more time for other aspects (such as the work-related curriculum or basic skills); and establishing procedures for dealing with complaints.

The policy embraces policies and procedures for admissions, assessment, careers education and guidance, charging, collective worship, drug education, equal opportunities, health and safety, home learning, lettings, nutritional standards, performance management, race equality, school visits, session times, SEN, sex and relationships education, staff discipline, and teaching and learning.

The governing body

The governing body receives regular reports from the Headteacher on standards, detailing:

- Year groups
 - Comparisons with national expectations and progress, and with schools nationally and for the LA
 - Gender; ethnicity; special educational needs and disability
 - Pupils for whom the curriculum was disappplied
 - The evidence of the impact of teaching strategies on standards
 - The views of staff about the action required to improve standards
 - The nature of any parental complaints concerning the curriculum
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Curriculum policy

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school will be planned to meet the requirements of the National Curriculum 2014.

The school aims

At Swanage Primary we aim to promote a love of learning and to combine high standards with a broad, rich curriculum. We also aim to equip pupils with the skills and attitudes necessary to make a positive contribution to society through a curriculum which has Rights, Respect and Responsibility at its heart.

We make meaningful links between subjects, where we can, encouraging creativity and providing opportunities for children to make sense of the wider world in which we live.

In KS1, our topics are planned in half-termly units. In KS2 topics expand across the whole term to allow for greater depth of study. For each topic a curriculum map is produced in collaboration with the children. We plan in pairs in Key Stage 1 (Year 1 and 2), lower Key Stage 2 (Year 3 and 4) and upper Key Stage 2 (Year 5 and 6) over a two-yearly topic cycle to ensure a balance between the National Curriculum subjects. From these, more detailed medium term plans are developed and altered each time a topic is taught.

Our topic based approach combines Computing, Science, History, Geography, PSHE, Religious Education, Design and Technology, Art and Music. Wherever possible we make links between Physical Education (through dance in particular) and our topics, although Games, Gymnastics and Swimming are generally taught as discrete subjects. Our Jigsaw Programme (Personal, Social and Emotional Aspects to Learning) curriculum and French are also taught separately.

We currently use the National Curriculum objectives, Inspire programme and White Rose materials as a basis for planning Mathematics, although links to topic work are made where possible. For example, in KS1 children may role play shopping as part of their 'Toys' topic and KS2 may use climate data to create graphs in their 'Amazing Amazon' topic.

Through English we are able to ensure progression and continuity by using National Curriculum objectives alongside bespoke programmes including Talk4Writing and Alan Peat sentence types.

Through careful selection of texts and stimuli for both reading and writing, we are able to make meaningful links with topic work. For example, we might write explanations based on scientific learning, instructions for DT, explore Roman myths and legends in history, write a persuasive piece on tourism for Geography or a newspaper report on a creative event.

Trips, events and drama days are used to enhance learning and understanding of our topics where possible. Swanage Primary School is situated in the heart of our local community and on the rich resource of the Jurassic Coast. Our local environment is very important to us and throughout the school year children explore Swanage and the surrounding area to learn about people and local industries from the past and in the present day. For example, the Reception Class visit Swanage fire station, Years 1 and 2 have a day at Weymouth Sea Life Centre, Years 3 and 4 visit Scaplens Court in Poole while Years 5 and 6 will learn about World Wars one and two by visiting the Bovington Tank Museum.

Subject by Subject

ENGLISH

We provide opportunities for the children to develop in all areas of English. These include:

Speaking and listening: Children are encouraged to become confident speakers, story tellers and active listeners. We provide many opportunities to perform poems and plays and develop debating skills.

Reading: We aim to encourage children to develop a love of books and a desire to read accurately, fluently with understanding and enjoyment. We provide a range of reading activities and materials at school and value the support parents/carers give at home by reading with their children.

Writing: We provide opportunities for the children to write for a variety of purposes and a range of audiences. We develop composition and recall skills through the careful use of Talk4Writing across the whole school. Children are taught a progression of sentence types (Alan Peat) to enhance their writing and engage the reader.

Spelling: We encourage the children to learn their letter shapes and sounds initially and provide opportunities for children to learn to spell words for themselves by using phonics, word banks, dictionaries and other resources. We use a range of print and IT resources to meet the expectations of the National Curriculum 2014.

Grammar: The children learn about how sentences are built, about the types of words and word groups that make up sentences. Understanding about grammar helps children to understand what makes sentences and paragraphs clear and interesting and precise.

Handwriting: The children are taught how to form their letters correctly, to produce legible upper and lower case letters. Children are taught pre-cursive from Reception leading to cursive in Year One.

MATHEMATICS

We provide opportunities for the children to develop in all areas of Mathematics. These include:

Arithmetic: A large proportion of our time is spent reinforcing number to build competency. Calculation strategies are taught progressively throughout the school. Fluency of number is practised frequently.

Reasoning: Plenty of time is dedicated to building reasoning and problem solving. Children are taught how to apply their knowledge in a range of contexts.

Concrete, pictorial and abstract: When we introduce a new concept, children should have the opportunity to explore with concrete objects and manipulatives to help them understand what they are doing. We build on these with pictorial representations which can then be used to solve problems. Students can then move on to more abstract concepts with confidence.

Shape, space, measures and statistics: these are explored in relevant contexts and can be linked to topic work.

COMPUTING

We use computing as a tool to enhance learning throughout the curriculum. Information technology is used throughout the school to enable children to communicate, control and handle information in a variety of forms. The children gain an understanding of how to use computing safely and responsibly both in school and at home.

MUSIC

All children follow the National Curriculum which is incorporated into our Music Policy and Scheme of Work. Each child experiences a broad range of musical activity which is both practical and enjoyable. Children across the school have opportunities to perform in school and within the community. This

develops children's confidence and performance skills whilst giving great pleasure to their audiences. Key Stage Two children have the chance to learn an instrument.

SCIENCE

In our science work we encourage children's investigation and appreciation of the world they live in through observation, experimentation and investigating within the main study areas. Our main aim is to develop enquiring minds and a scientific approach to problems. The children will be provided with hands on experiences which encourage initiative and discussion.

HISTORY

History in Key Stage 1 is usually integrated into the topic areas. As an historical concept of the past develops, the children in Key Stage 2 undertake studies of particular periods in greater depth.

DESIGN AND TECHNOLOGY

Children will develop their design and technology skills through opportunities to design and make objects and by working with a range of materials. Children are encouraged to be aware of health and safety throughout their work.

GEOGRAPHY

Geography in Key Stage 1 is taught through the child's environment including the School and its grounds. By Key Stage 2 the children begin to make studies of contrasting localities which may be further afield. Geographical skills such as fieldwork, mapping, directions and research will be experienced.

ART/DESIGN

All children will explore art through a variety of mediums and techniques. They are introduced to the works of different artists and encouraged to make comparisons and to draw inspiration for their own compositions. Children take pride in their work and plan an active role in its presentation. Their art work is displayed throughout the School and local community for all to see and enjoy.

PHYSICAL EDUCATION

Through P.E., each child is taught the skills for both physical development and social enjoyment as set out in the National Curriculum 2014. We encourage the idea that P.E. should be fun but also participate in competitions and events that have a competitive element to them especially with the older children. The school have a very strong programme of fixtures and development opportunities in partnership with the Purbeck School and other local schools. Our P.E. includes the National Curriculum areas of Dance, Games and Gymnastics in Key Stage 1, plus Swimming and Athletics for Key Stage 2. In Years 3, 4, 5 and 6 children have opportunities to go swimming each year.

RELIGIOUS EDUCATION

The school teaches RE from the LCP Religious Education Resource Files 2014 complying with the Dorset SACRE Agreed Syllabus and promotes the moral and spiritual development for everyone. Children in our school will learn about the world's main faiths and learn to appreciate cultural diversity. An act of collective worship takes place daily in various forms: whole school, celebration, class assemblies and a 'singing' assembly. Parents/carers have the right to withdraw their children from Assemblies or from RE lessons if they wish. These requests should be made in writing to the Headteacher.

PSHE

Our Personal, social, health and economic (PSHE) education is a planned, developmental programme of learning through which our children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. This is known as our 'Jigsaw' programme. As part of our whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The PSHE curriculum makes a significant contribution to pupils' spiritual,

moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing.

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. The curriculum contributes to personal development by helping children develop an understanding of themselves, empathy and the ability to work with others which will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

SEX and RELATIONSHIPS EDUCATION

SRE is lifelong learning about physical, sexual, moral and emotional development. At our school, it involves acquiring information, developing skills and forming positive beliefs, values and attitudes. The curriculum is designed to equip our children with the relevant knowledge, attitudes and skills to begin to make informed decisions regarding their sexual health and their relationships throughout their lifetime. Our curriculum is planned so that pupils can develop confidence in discussing feelings and relationships, are able to name parts of the body and describe how they work, can protect themselves and ask for help and support and are prepared for puberty. All lessons and issues will be dealt with sensitively and in a carefully planned, age-appropriate manner.

BRITISH VALUES

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Below illustrates how Swanage Primary school threads British Values through our provision. Staff are able to support children to develop a good understanding of these values and are able to challenge opinions or behaviours, sensitively, that are contrary to fundamental British values.

Mutual Respect

- School vision & ethos
- Rights Respecting agenda
- Sportsmanship Awards
- Jigsaw sessions- open discussions
- Inter-House competitions
- Sports Day
- Weekly star awards
- Certificates/Awards

Rule of Law

- Our Friendly Four
- Class Charter
- Jigsaw Charter
- Positive Behaviour Policy
- Anti-bullying Policy
- Class Do-Jo
- Children agreeing thresholds

Tolerance of Culture, Faith & others

- RE lessons
- Topics about other cultures
- Visiting Clergy/other visitors
- Interventions & challenge
- Our festivals & celebrations
- Local, global charity/ community events

Personal Responsibility & Liberty

- House Captains/School Councillors
- Classroom monitors
- Sports leaders
- Target board & class dojos
- Behaviour policy, Golden time and sanctions
- Friendly Four: be responsible, be safe...
- Home school agreement
- E-safety
- Eco reps
- Rights Respecting reps
- Year 6 responsibilities

Democracy

- Voting for School Council members/House captains
- Debates
- Jigsaw
- Voting on class rewards
- Parent/carer questionnaires
- Preferred learning styles
- Growth mindset – learning skills