



Shoreham Village School

Curriculum Policy

Ratified by Governing Body

Signed:

Chair of Governors:

Date: February 2024

To be reviewed: February 2026

Curriculum Intention

At Shoreham Village School, our **curriculum intent** is to provide the best possible environment for our children to learn and develop, as well as to cultivate a sense of wonder, empathy and understanding of the world around them. Our curriculum is designed to enable us to bring the best out of our children, ensuring that they maximise their potential as fully as possible for the next stage of their lives.

Our curriculum encourages our children to:

- be curious
- be determined
- take responsibility
- be courageous
- be respectful
- be kind
- take pride

Through our focus on SMSC learning (Spiritual, Moral, Social and Cultural) and SEMH learning (Social, Emotional and Mental Health), our PSHE lessons ensure that our children understand themselves, their place in the world and how to make the world a better place. We aim to build resilience in our children and encourage a Growth Mindset with the children.

Our curriculum is focused on developing the children's knowledge and skills across all of the National Curriculum subjects, with our aim being that the children are ready for their next stage of learning. Our children are given opportunities to develop life skills, focussing on their individual strengths and areas for development. Developing each child's individual character is an integral part of our curriculum.

We aim to provide our children with the cultural capital that they need to enable them to succeed in life, for example through visiting museums/galleries/external experiences, opportunities for music – both performing and appreciation, sports events and competitions and receiving visitors to school.

We are a reflective school, continually striving to improve our teaching and learning.

Reading is given a high priority in our curriculum as the ability to read and understand opens up the learning for all of our children. The development of children's vocabulary is a vital tool in learning and understand the curriculum.

Each subject has its own intent statement, showing more specifically what our intentions are within each discipline.

Curriculum Implementation

The curriculum forms the basis for our learning and the experiences our children enjoy during their time here at Shoreham Village School. We are proud that Shoreham Village School's curriculum goes beyond the statutory National Curriculum (2014) and encompasses cultural, creative and sporting opportunities. The curriculum we offer at Shoreham Village School enables us to ensure that every child develops the key learning

steps and receive learning experiences and opportunities to develop their knowledge and skills in different ways. We ensure that learning at Shoreham Village School broadens the values and opportunities for the child as they grow and develop.

Our curriculum consists of many planned experiences in school and out, for example – topic days, school council (Pupil Leadership Team), assemblies, trips, visitors, residential visits, workshops and fundraising opportunities. We offer specialist teaching in PE, through the employment of sports coaches from an outside provider. Outcomes are designed to meet not only the requirements of the National Curriculum but also to develop the skills needed by our children for learning and for life.

We have a vibrant and rich curriculum which builds upon the prior learning from EYFS to the end of KS2, ensuring consistency and progression. To ensure that progression and balance is maintained across the school, the programmes of study for each specific subject are turned into termly / half termly units. Subject leaders ensure that the Subject Intent for their subject is up to date and relevant for the children we have in school.

Teachers then translate these units into smaller daily / weekly plans where the specific needs of the children can be addressed.

SEND

Here at Shoreham Village School, we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. We encourage all of our children to achieve their full potential and to be fully involved in both the social and academic life of the school. Educational experiences are provided that take into account the individual needs of our children.

Equality Statement

At Shoreham Village School Primary School we welcome our duties under the Equality Act 2010.

The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

Age

Gender

Race

Disability

Religion or belief

Sexual orientation

Gender reassignment

Pregnancy or maternity

Shoreham Village School Primary School aims to promote pupils' Spiritual, Moral, Social, and Cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Shoreham Village School Primary School believes that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school.

This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from classes which pose conflicts to their own beliefs.

[Remote Learning](#)

In the event of our school being closed in term-time, please see our Statement on Remote Learning.

[Foundation Stage](#)

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old.

Early Years learning, concentrates on the 7 areas of learning split between prime and specific areas of learning

Prime areas:

Personal, social and emotional Development

Communication and language

Physical development

The specific areas of learning are

Literacy

Mathematics

Understanding the world

Expressive arts and design

[Key Stages 1 and 2](#)

Children in years 1-6 follow the National Curriculum for England (2013). **Core Subjects** and **Foundation Subjects**

English
Mathematics
Science
Art and Design

Computing
Design and Technology
Geography
History
Languages
Music
Physical Education
PSHE (including SRE)
RE (Discover RE)

Curriculum Organisation

- The curriculum is taught through discrete subjects with cross-curricular links where relevant.
- Each mixed year group has a Long Term Plan for cycle A and cycle B highlighting the units of study for each subject area. This is reviewed annually.
- English and Mathematics planning is on a weekly basis. Medium Term plans for the other subjects are written by the subject leaders and are updated / reviewed on a regular basis.
- Children with Special Educational Needs, EAL or other vulnerabilities are identified and, where appropriate, ambitious differentiated activities / support is provided ensuring high expectations are applied.
- There will be a range of teaching methods used that may change between subject disciplines, ranging from whole class, group, paired and individual.
- Curriculum delivery is monitored in accordance with the school's Monitoring and Evaluation schedule.

Roles and Responsibilities

The SLT have responsibility for the leadership of the whole curriculum together with the specific subject leaders.

Monitoring of the provision of the curriculum is by the Head Teacher and Deputy along with subject leaders.

The SENCo is responsible for the development of provision maps and supporting the year group teams to achieve the best possible outcomes for individual pupils.

Class teachers ensure that the curriculum is well-planned and delivered and that the aims are achieved by each class. Class teachers regularly review curriculum planning and communicate their findings with subject leaders who will update plans as necessary.

The Governing Body regularly monitor the success of the curriculum, through monitoring visits that include discussions with pupils, staff and parents / carers, presentations by subject leader and through written reports.

Impact

English	<ul style="list-style-type: none">• All pupils, regardless of their abilities, will be able to succeed in all English lessons because of the level of support they will receive• Pupils will learn to read across the curriculum with fluency, accuracy, understanding and enjoyment• Pupils will develop a love of writing across a range of genres• Pupils will have a wide vocabulary that they use within their writing and across all subjects• Pupils will be able to adapt their writing based on the context and audience• Pupils will leave Shoreham Village School being able to effectively apply spelling rules and patterns they have been taught• The % of pupils working at ARE within each year group will be at least in line with national averages.• The % of pupils working at Greater Depth within each year group will be at least in line with national averages.• There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)
Mathematics	<p>We have fostered an environment where mathematics is fun and it is OK to be ‘wrong’ because the journey to finding an answer is most important. Our children have a growth mindset and are resilient towards problem solving and reasoning.</p> <ul style="list-style-type: none">• All pupils, regardless of their abilities, will be able to succeed in all mathematics lessons because of the level of support they will receive• Pupils will demonstrate a quick recall of facts and procedures that are appropriate for their age and ability• Pupils will demonstrate a flexibility and fluidity to move between different contexts and representations of mathematics• Pupils will have an ability to recognise relationships and make connections in mathematics• Pupils will have an understanding of a wide range of mathematical vocabulary• Pupils will leave Shoreham Village School being able to effectively apply mathematical knowledge they have been taught The % of pupils working at ARE within each year group will be at least in line with national averages.• The % of pupils working at Greater Depth within each year group will be at least in line with national averages• There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

<p>Science</p>	<p>At Shoreham Village School Primary School, the Science curriculum results in an engaging, high-quality Science education, that provides children with the foundations and knowledge for understanding the universe. Pupils develop substantive and disciplinary knowledge, through a range of methods which include carefully planned practical activities. Our engagement with the local environment ensures that children learn through varied and firsthand experiences of the world around them. Frequent, continuous and progressive learning outside the classroom is embedded throughout the Science curriculum. Through various workshops, trips and interactions with experts and local charities, children have the understanding that Science has changed our lives and that it is vital to the world's future prosperity. Children learn the possibilities for careers in Science, as a result of our community links and connection with national agencies such as the STEM association. This ensures that children have access to positive role models within the field of Science from the immediate and wider local community. This exposure to a range of different scientists from various backgrounds, gives all children the feeling that they can be scientists and capable of achieving. Children at Shoreham Village School Primary School overwhelmingly enjoy Science and this results in motivated learners with sound scientific understanding.</p> <p><i>'The most exciting phrase I hear in Science, the one that heralds new discoveries, is not 'Eureka!' (I found it!) but 'That's funny....' Isaac Asimov)</i></p>
<p>Art and Design Computing Design Technology Geography History PE MfL Music PSHE RE</p>	<p>The impact of each foundation subject curriculum is that it equips the children with a fundamental understanding of what it is to be a subject specialist in that area, and to be risk takers, evaluators and creative learners, who have a web of knowledge of respected subject specialists from a range of periods and cultures. This is developed through visits to galleries and museums, external workshops and visits from local specialists. This in turn creates world citizens with an understanding of how each subject impacts and enhances societies and our surroundings, as well as developing preferences. Children will be able to know more, remember more and do more as they progress through each curriculum. Pupils will retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning. The impact and measure of this is to ensure that children at Shoreham Village School are equipped with skills and knowledge that will enable them to be ready for the curriculum in the next year group, into Key Stage 3 and for life as an adult in the wider world.</p>

