



SOUTHWICK CE PRIMARY SCHOOL

"Do everything in love"

Corinthians 16:14

Love, Learn, Grow



Southwick School: Curriculum Guide

Love, Learn, Grow

Through a **loving** Christian fellowship, our children **learn** all of the values, skills and knowledge they need so that they can **grow** into positive and active members of the community in which they live.

"Do everything in love." Corinthians 16:14

At Southwick Church of England Primary School, we provide a loving, purposeful, inclusive, non-discriminatory environment where all are valued and encouraged to persevere to achieve their potential as well as have respect for God and His world.

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs." Corinthians 13: 4-5

Rationale

The aim of our curriculum is summed up by the first sentence of our vision statement.

*“Through a **loving** Christian fellowship, our children **learn** all of the values, skills and knowledge they need so that they can **grow** into positive and active members of the community in which they live.”*

At Southwick, the curriculum is not just the traditional curricular subjects; it is everything that happens in school from the minute the children step through the door in the morning until they go home. In fact, it stretches even further than this through extra-curricular activities and home learning.

Our curriculum is designed to meet the needs of the children at Southwick and reflects our theologically rooted Christian vision. It is our belief that our children will be the leaders, innovators, philanthropists and role models of the future. To achieve this, our curriculum is based around a set of Christian values, decided on by the school community: love, responsibility, friendship, compassion, respect, service and forgiveness. We believe that with these values in place, a child will be able to take the skills and knowledge they learn and use them effectively as they grow older.

Our children begin school with a wide range of starting points. The key is that we want our children to make exceptional progress from their own starting points. To do this, they need to master each step of the curriculum as they go, always building on what they learned before.

Our curriculum is always evolving to meet the needs of the children and to ensure that it is relevant, always reflecting what is going on in the world.

We ensure that our curriculum complies with the Equalities Act. We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community without stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents in supporting their child’s education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

Curriculum Drivers and Golden Threads

Curriculum Drivers		
<p>Our curriculum drivers form the basis of everything we do and how we behave in and around school, from Reception to Year 6, in all aspects of school life. Through consultation with stakeholders, the key theme that came through was ‘respect’, one of our key Christian values. We feel that for the children to be successful, active and happy members of society</p>		
Respecting self	Respecting others	Respecting the world and beyond
<p><i>“Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.”</i></p> <p><i>(Peter 4:12)</i></p>	<p><i>“Do unto others as you would have them do unto you.”</i></p> <p><i>(Matthew 7:12)</i></p>	<p><i>“The Lord God took the man and put him in the Garden of Eden to work it and take care of it.”</i></p> <p><i>(Genesis 2:15)</i></p> <p><i>Who are you to pass judgment on the servant of another? It is before his own master that he stands or falls.</i></p> <p><i>(Romans 14:4)</i></p>

Golden Threads

These are key issues which were felt to be so important that they needed to run through all areas of the curriculum. In any lesson, you will see examples of each of these. These were also decided by stakeholders.

Understanding and use of language	Inclusivity and diversity	Our Christian Values	Ambition and high expectations	British Values	Behaviour Curriculum
<i>We believe that being able to be articulate both in the written and spoken forms is the key to successful communication and learning across the curriculum.</i>	<i>Every lesson should be accessible to every child, both in terms of learning and representation. The children should be given an education that accurately represents the similarities and differences in the world.</i>	<i>Our 6 key values, underpinned by Love, run throughout our lessons – this is the key to how we encourage spiritual growth.</i>	<i>We have high expectations and big ambitions for every child in terms of behaviour and learning. Learning is always challenging and thought provoking.</i>	<i>British Values are a fundamental component of our own Christian Values.</i>	<i>At Southwick, we model good learning behaviours – this does not stop in Reception, it carries on all through school.</i>

Subjects and Statements of Intent

It is important that we give the children a broad and rich experience – therefore we teach a full curriculum. By doing so we aim to spark interest and excitement across all subjects, giving them the basis on which to take them further when they go to secondary school and beyond. It is not possible to give every subject the time it deserves by teaching it every week – there is simply not enough time in a single week. Therefore, in some areas, we have blocked subjects, meaning that we teach them in ‘blocks’ of afternoons across a week or a few weeks. For some subjects we have chosen to teach them weekly because we feel that they are key components of our overall vision:

Subject	Frequency	Allocation
English	Daily	1 hour
Phonics	Daily in EYFS/KS1	30 minutes
Reading	Daily	20 minutes
Mathematics	Daily	1 hour
P.E.	Weekly	2 hours
R.E.	Weekly	1 hour
Science	Blocked	1 blocked week per term
P.S.H.E	Weekly	1 hour
French	Termly	6 weeks across the year (blocked)
Art	Termly	6 weeks across the year (blocked)
DT	Termly	6 weeks across the year (blocked)
Music	Termly	6 weeks across the year (blocked)
History	Blocked	13 weeks across the year (blocked)
Geography	Blocked	13 weeks across the year (blocked)

On our [website](#) you can find a ‘Statement of Intent’ for each subject. These outline the rationale behind our approach, our intent for each subject and how we implement our approach.

Curriculum Maps

In addition, a 'Curriculum Map' for each subject is available [here](#) – these outline the progression in knowledge and skills for each subject. Our curriculum has been carefully sequenced so that the children build on their learning each year.

Curriculum Overviews

These are also available on our [website](#). These show, over a year, when subjects are taught and for how long.

Knowledge Organisers

Our specially created [Knowledge Organisers](#) are available to view on our website. A Knowledge Organiser is a go-to document for a topic/unit of work: each one identifies the key information and vocabulary that children need to have learned by the end of a topic. It also acts as a tool to support children in retaining and retrieving knowledge for life-long learning. We have developed our own Knowledge Organisers to support the delivery of the curriculum, with each one starting with knowledge children should already know from previous learning. Each organiser also has a list of technical vocabulary with definitions.

Building on Prior Learning

At Southwick, we are passionate that for children to really master the curriculum, they need to fully embed the skills and knowledge they learn so that they can build on it next year. Their knowledge and skills should 'snowball', so that by the time they are in Year 6, they are confidently using and applying their learning from the previous 6 years of primary school. Our curriculum maps are designed so that each objective builds from Reception to Year 6. We then help develop this by:

- Weekly homework has a focus on key skills: reading, spelling and multiplication/division. There is a clear and simple progression for this so parents and children are clear on what they need to achieve.
- Each unit begins with a 'what I already know' lesson where the children draw a mindmap. The teacher then recaps the skills and knowledge developed in previous years and terms to jolt their memory. To round off a unit, the children will update their mindmap - showing what they have learned.
- Each unit of work builds toward an assessment task. Assessment tasks require the children to use not only skills and knowledge from the current unit, but previous units too - requiring them to show that they are building upon what they already know.
- Medium term plans contain links to previous, future and cross-curricular learning.

Knowing More, Remembering More

We think deeply about how we can ensure that the skills and knowledge the children learn 'stick'. This is the key to strong progress – the stronger the foundations, the easier it is for the children to build their knowledge and skills. At Southwick we purposefully use a range of strategies to help the children remember what they have learned:

- Learning with purpose and authentic outcomes.
- Experienced based learning.
- Specific approaches to delivering lesson content are used depending on the understanding of the children or what is suitable for the content itself. For example, 'dual coding' and 'backward fading' are often used in lessons.
- A lot of attention is given to introducing, understanding and remembering new vocabulary. For example, teachers frequently use 'retrieval jars' to encourage regular retrieval practice.