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| BENTLEY NEW VILLAGE PRIMARY SCHOOL |
| Curriculum Policy |
| UPDATED: SEPT 2025 |

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| HEADTEACHER: VICTORIA SIMMONS |

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| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT** | **Headteacher: Vicky Simmons** |
| **DATE: September 2025** |
| **SIGNED:** V. Simmons |  |
| **TO BE REVIEWED:** | **September 2027** |

**OUR SCHOOL VISION**

Together, we will create a calm and welcoming learning environment and work together to secure success for all. We will strive to create a safe, caring, supportive and inclusive school.    Our school will equip its pupils with the skills that society and the local community demand and so we will value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We will strive to teach the whole child and create life-long learners and pro-active citizens.

**ETHOS**

We believe that:

1. All children can learn. All staff and children are able to recognise the value of learning.
2. *All staff*, working at New Village, will have consistently high expectations of children’s learning potential, attitudes and behaviour and take corporate responsibility for ensuring these in, and around, school.
3. Learning takes place in *all areas* of our school and through the *entire*learning day - inside and outside of the classroom.
4. Children should be taught how to learn; learning how to be an outstanding learner.
5. Consistently challenging, dynamic, engaging and empowering teaching leads to outstanding learning, resulting in a school where *every* child’s potential is realised.
6. *All staff* will value *every child’s contribution* to the school and strive to create a learning environment that brings out the full potential in all.
7. Rigorous, continuous monitoring, thorough and informed evaluation and accurate analysis of *all the elements* of teaching, is essential in ensuring high-level teaching and learning.
8. Learning at New Village will produce and enhance a learning skills-set that will be lifelong; we will actively promote this for every child and for all staff.
9. New Village School will demonstrate its commitment to quality teaching and learning through its dedication to *continuous professional development* for all staff; recognising and exploiting all opportunities to enhance its workforce and the learning environment.
10. All children will be encouraged to develop as individuals.  Their creativity, talents, differences and uniqueness.

**OUR SCHOOL VALUES**

**Determination – Resilience – Tolerance – Cooperation – Creativity – Curiosity**

**CURRICULUM MANDATE**

Our New Village curriculum will offer equitable opportunities for all pupils to access a curriculum that is rich in knowledge, experiences, understanding and language that represent the best of humankind.  Whilst instilling in our learners a knowledge, understanding and appreciation of how to take responsibility for their physical and mental wellbeing.  Through the curriculum, children are exposed to diversity through celebrating, studying and appreciating differences and similarities.  We recognise the importance of language in school and throughout life and enrich the curriculum with opportunities to develop vocabulary, speak in different contexts, read quality texts and learn to be active listeners.  Our curriculum contributes effectively to building a self-regulating, self-motivated individual who consistently demonstrates the New Village key values when faced with challenge because we know ***what challenges us changes us***.

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# 1. Curriculum aims

Our curriculum is designed to:

* Ensure all pupils are well-prepared for the next stage of their education and future employment.
* Provide a broad, balanced, and well-sequenced curriculum that builds knowledge and skills over time.
* Develop the ability to apply learning in real-life contexts.
* Promote spiritual, moral, social, and cultural development.
* Support physical development and encourage healthy, active lifestyles.
* Foster a love of learning, creativity, and independent thinking.
* Ensure equity of access, with high expectations and appropriate support and challenge for all.
* Equip pupils with the knowledge and cultural capital to succeed in life.
* Prioritise strong foundations in English and Mathematics to support learning across the curriculum.
* Teach pupils about the changing world, including environmental and societal issues.
* Promote respect for diversity and value the contributions of all cultures.
* Meet all statutory requirements of the National Curriculum and the Doncaster Agreed Syllabus for Religious Education.

These curriculum aims are underpinned by our values:

* Our school values effective cooperation, so our curriculum provides plenty of opportunities for collaborative working
* Our school values the importance of tolerance, so our curriculum promotes cooperation and represents diverse voices
* Our school values the importance of curiosity, so our curriculum involves investigation and key problems to be solved
* Our school values creativity, so our curriculum encourages discussion and decision making
* Our school values resilience and determination, so our curriculum is challenging and demanding

# 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](https://www.gov.uk/government/collections/national-curriculum), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook).

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](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2).

# 3. Roles and responsibilities

### 3.1 The governing board

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
* Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
* 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
* It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### 3.2 Headteacher

The headteacher 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 board
* Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
* They manage requests to withdraw children from curriculum subjects, where appropriate
* The school’s procedures for assessment meet all legal requirements
* The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
* The governing board 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 SEN

### 3.3 Other staff

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

* **Members of the SLT** will ensure that the curriculum is regularly reviewed and a focus of staff meetings and CPD.
* **Subject leaders -** Subjects are led across the school and produce annual action plans to improve the organisation and teaching of their subjects. The role of the subject leader is to:
* Provide a strategic lead and direction for the subject.
* Support and offer advice to colleagues on issues related to the subject.
* Monitor pupil progress in that subject area.
* Provide efficient resource management for the subject.
* Feedback to governors when required to.

# Organisation and planning

### ****Class Structure and Curriculum Organisation****

We are a 1.5 form entry primary school, admitting up to 45 pupils each year from Reception onwards. To maintain class sizes of no more than 30, we organise some pupils into mixed-age classes by combining adjacent year groups. These groupings are primarily based on pupils’ chronological age.

Within each phase, one teacher acts as Phase Leader, overseeing the quality of teaching and learning. Teachers within phases work collaboratively to plan a coherent and consistent curriculum across all classes.

To ensure full curriculum coverage and avoid repetition, most subjects operate on a two-year rolling programme. Teaching is carefully pitched to meet the needs of all learners, ensuring appropriate challenge and progression regardless of age or class structure.

### ****Curriculum Intent and Implementation****

Our curriculum is bespoke and carefully designed to be creative, progressive, and relevant to the lives, interests, and context of our pupils. It is built around clear knowledge and skills progression, ensuring deep understanding and meaningful learning over time. The curriculum aims to inspire all learners and promote excellent outcomes for every pupil, regardless of starting point.

Pupil well-being is at the heart of our curriculum offer. Each half term begins with a dedicated Wellbeing and School Value Day, which launches the focus for the term. Well-being is further supported through planned sessions led by our trained Wellbeing Champions and reinforced throughout the half term via regular mindful moments, helping to nurture emotional literacy, resilience, and self-awareness.

Across EYFS, Key Stage 1 and Key Stage 2, our curriculum is planned in response to local, national and global priorities. It is underpinned by our long-term curriculum map, which incorporates annual events, SMSC, British Values and PSHE themes, all supported through a structured programme of assemblies. To ensure accuracy and subject-specific expertise, the curriculum is occasionally enhanced by selected external resources, adapted to suit our school’s unique context.

Each subject has a clearly defined overview outlining the progression of knowledge, skills, and end-of-year expectations across both Key Stages. These progressions are sequenced to build on prior knowledge and revisit key concepts over time, supporting long-term retention and a secure understanding. Where appropriate, links are made to the Early Years Foundation Stage to ensure continuity and coherence throughout a pupil’s learning journey.

Teachers use these curriculum overviews to inform high-quality planning, adapt learning to meet the needs of all pupils, and ensure appropriate levels of challenge and support. Regular formative assessment is used to monitor progression, inform next steps, and ensure that all pupils are supported in achieving their full potential across all areas of the curriculum.

### ****Curriculum Design and Planning****

Our curriculum has been carefully developed to provide a coherent and well-sequenced overview for each subject. It is rooted in the National Curriculum and enriched with meaningful local context — for example, the study of mining in our History curriculum — to ensure relevance and engagement for all pupils.

Subject Leaders have worked collaboratively with teaching staff to produce detailed medium-term plans that identify the key knowledge and skills pupils need to learn and retain over time. These plans ensure progression both within and across year groups and support high-quality delivery of the curriculum.

Each medium-term plan includes:

* A clear sequence of lessons
* Key vocabulary and concepts to be taught
* Links to prior learning to strengthen long-term memory
* An end-of-unit assessment task designed to check that pupils have secured key ‘sticky’ knowledge

Teachers use these medium-term plans to inform and adapt their lesson planning in response to the needs of their pupils. Lessons begin with a review of prior learning, making explicit links between new and existing knowledge to support understanding and retention.

This approach ensures that pupils know more and remember more over time and are well-prepared for the next stage of their education.

# 5. The Foundation Stage

At Bentley New Village Primary School, our EYFS curriculum is bespoke, carefully designed to be progressive and ambitious, with high expectations for all learners. It is rooted in the statutory *Early Years Foundation Stage Framework* (DfE, 2025) and supports children’s development across all seven areas of learning through a well-planned, topic-based rolling programme.

Our curriculum provides a balance of adult-led and child-initiated learning, underpinned by the three *prime areas* — Communication and Language, Physical Development, and Personal, Social and Emotional Development — and enriched by the four *specific areas*: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

Central to our approach are the Characteristics of Effective Learning, which inform how children learn, not just what they learn. We promote:

* *Playing and exploring* – encouraging curiosity and engagement
* *Active learning* – developing persistence and motivation
* *Creating and thinking critically* – supporting problem-solving and independent thinking

These characteristics are embedded within our curriculum and provision, enabling children to become confident, resilient, and reflective learners.

Learning is carefully structured to be meaningful and engaging, with a strong emphasis on purposeful play, exploration, and high-quality interactions. Provision is tailored to reflect children's interests, prior experiences, and individual needs, including those from other settings or home learning environments.

Our curriculum is informed by ongoing formative assessment and responsive planning. Children complete the Reception Baseline Assessment during their first six weeks, providing a clear starting point. Practitioners use professional judgement and continuous observation to monitor progress, shape provision, and adapt teaching to meet individual needs. In the final term of Reception, each child’s learning is summarised through the *Early Years Foundation Stage Profile*, identifying their attainment and readiness for Year 1.

We recognise the EYFS as a distinct and vital phase in a child’s education. Our curriculum ensures a smooth transition into Key Stage 1, while valuing the unique learning and development that takes place in early childhood.

# Subjects and approaches

(see individual subject policies for more information)

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| **Subjects & Approaches** | **Aims**  **(National Curriculum)** | **At New Village** |
| **Phonics** | The national curriculum requires that children apply phonic knowledge and skills as the primary route to decoding words, with a focus on systematic, daily phonics teaching to build foundation word-reading skills for early and enjoyable reading. By the end of Year 1, children are assessed through the [**statutory Phonics Screening Check**](https://www.google.com/search?safe=active&rlz=1C1GCEA_enGB1163GB1163&cs=0&sca_esv=1e6a950761a072a4&q=statutory+Phonics+Screening+Check&sa=X&ved=2ahUKEwiV9sLTuMmPAxWOQkEAHfGeMYYQxccNegQIChAB&mstk=AUtExfAZfnMWdG__9POjFX6yStoFU9xG5sT-5Q3sIhSB2Dis4TbCiDkXSN90QCqLI5m93G-DAtpG7RzpLuLL8Qb1wZ0gxgH_W10DQ_jX61uVCmnpn7o4JSafSHB1i_Rk6riSSUM&csui=3) to ensure they have learned phonic decoding to an appropriate standard, with continued support provided for those who need it. | At Bentley New Village, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised,* which is a systematic synthetic phonics programme. We start teaching Little Wandle Foundations in our Nursery and then, from Reception, we follow the [*Little Wandle Letters and Sounds Revised* progression,](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/12/Programme-Overview_Reception-and-Year-1-1.pdf) which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read. Children from nursery to Year 2 receive a 20-30 minute daily phonics lesson, 3X weekly reading practice sessions and interventions if needed. We also run rapid catch up intervention sessions throughout KS2 and fluency reading groups to support gaps in knowledge. |
| **Reading** | Reading in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:   * read easily, fluently and with good understanding * develop the habit of reading widely and often, for both pleasure and information * acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language * appreciate our rich and varied literary heritage | At our school, we aim to develop confident, fluent readers who enjoy and understand the texts they read. Reading is taught progressively and systematically, beginning with **Little Wandle Letters and Sounds Revised** in the early years.  Children start by learning individual sounds, blending them into words, and progressing to reading sentences with growing fluency and recognition of key words by sight. From **Phase 5**, children take part in dedicated **fluency lessons** using **Little Wandle Fluency books**, designed to build speed, accuracy, and expression.  Once fluency is secure, pupils move onto **daily whole-class reading lessons** (40 minutes), from **Year 2 to Year 6**. These lessons follow a consistent weekly structure, helping children build comprehension skills and deeper understanding over time. Each year builds on the last, forming a coherent reading journey.  Every half term, children study a **carefully selected high-quality text**, which they also hear read aloud or have access to independently to experience the full story. **Teachers read the full text in advance**, enabling expert modelling and deeper questioning.  Each reading lesson focuses on three key aims:   1. Developing reading fluency 2. Deepening comprehension and knowledge of the world 3. Encouraging thoughtful, personal engagement with texts   Through this approach, we foster a lifelong love of reading and equip children with the skills to succeed across the curriculum. |
| **Writing** | Writing in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. The national curriculum for English aims to ensure that all pupils:   * acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language * write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences * use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas * are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. | At New Village, we recognise writing as a vital, lifelong skill. From EYFS to Year 2, our writing journey has been carefully adapted to prioritise the fundamentals of writing, ensuring strong foundations in transcription, sentence construction, and language use before moving on to extended writing.  We place a strong emphasis on developing creativity and curiosity, fostering a love for writing from the very start. Writing is taught daily through bespoke lessons, where genre, audience, and purpose are clearly explored. Children engage with high-quality model texts, using these to guide and structure their own writing.  In addition, we maximise cross-curricular opportunities to write across a range of subjects, embedding writing as a meaningful and purposeful activity throughout the school day. |
| **Maths** | The national curriculum for mathematics aims to ensure that all pupils:   * become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. * **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language * can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. | At BNVP we use a bespoke scheme which uses the guiding principles of regular use of concrete materials and pictorial representations before pupils work on abstract problems. This approach explicitly focuses on using mathematical language and a mindset that says every child can succeed. These principles sit alongside the 3 central aims of the primary maths curriculum fluency, reasoning and problem solving. Success will ensure that pupils fulfil their potential and are fully prepared for the next stage in their learning journey.  Our Scheme follows the small steps of White Rose whilst being supplemented from additional resources and a structured approach to problem solving and reasoning through Gareth Metcalfe resources. |
| **Personal Social Health**  **and Economic Education**  **(PSHE) & RSE** | PSHE education in school gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.  PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life. The teaching of PSHE in school has children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world, PSHE lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus. | Many aspects of PSHE are taught through other subjects. We also teach weekly PSHE lessons and incorporate aspects of PSHE into weekly phase assemblies,  school council and focused days. This includes health and wellbeing, healthy eating, bullying, peer on peer abuse including sexual harassment and online safety.  Jigsaw 3-11 properly equips and enables our school to deliver engaging and relevant PSHE within a whole-school, spiral approach. |
| **Physical Education (PE)** | The national curriculum for physical education aims to ensure that all pupils:   * develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives. | Physical health is essential for children’s wider wellbeing, for their mental health, academic success and to help them develop constructive attitudes to health in adulthood. In our school we engage pupils in a regular daily mile and Active 10 to encourage fitness.  The school uses a scheme of work for PE created with PE specialists who come into school and deliver. We employ sports coaches to teach the fundamentals, fitness, athletics and games sections of the curriculum in Years F2-Y6, during class PPA time. |
| **Music** | The national curriculum for music aims to ensure that all pupils:   * perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians * learn to sing and to use their voices, to create and compose music on their own and with others, can learn a musical instrument, use technology appropriately and can progress to the next level of musical excellence * understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. | At our school, music is delivered through a carefully planned programme designed to engage and inspire all pupils. Weekly lessons take place as part of our bespoke *Music Monday* provision, where children explore a different genre of music each week. These sessions provide opportunities to listen attentively, respond thoughtfully, and engage in meaningful discussions using subject-specific vocabulary.  In addition to weekly lessons, we celebrate music through two focused enrichment days: *Tune Up Tuesday* during the Autumn Term and *World Music Day* in June. These events deepen pupils’ appreciation of music from different cultures and time periods.  To further enhance our music offer, specialist teachers are employed to provide high-quality instrumental tuition. All Year 4 pupils receive guitar lessons, while recorder tuition is delivered to pupils in Year 2. Every class also writes and performs its own original class song each year, fostering creativity and confidence in performance.  Weekly singing assemblies are a valued part of school life, where children come together to sing a range of songs, including our school song, and develop a shared sense of musical enjoyment and community. |
| **Computing** | The national curriculum for computing aims to ensure that all pupils:   * can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation * can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems * can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems * are responsible, competent, confident and creative users of information and communication technology. | Computing is taught weekly in every class, following the Teach Computing scheme of work, which ensures full coverage of the National Curriculum and a clear progression of skills from EYFS to Year 6. This approach also supports pupils in developing their computational thinking, creativity, and understanding of how digital systems work.  Online safety is embedded throughout the curriculum and reinforced through phase assemblies, PSHE sessions, and national initiatives such as Safer Internet Day.  In EYFS, children access educational games and activities on the interactive whiteboards and have opportunities to explore technology through role-play, digital mark-making, and taking photos with iPads.  Assessment in computing is ongoing through the use of floor books to capture learning**,** pupil voice**,** and reflections, alongside an end-of-unit quiz which provides evidence of knowledge and understanding. This ensures teachers can monitor progress effectively and identify next steps for learning. |
| **Science** | The national curriculum for science aims to ensure that all pupils:   * develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics * develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them * are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future. | Science is taught through a weekly discrete Science session using the White Rose Scheme of work. We place a lot of value on practical investigations and adapt the scheme at times to ensure quality investigations take place. Where possible we also often link it to other subjects, such as writing.  In EYFS, although specific Science content is matched to topics, some skills are taught in an ongoing way through the continuous provision opportunities offered. |
| **Geography** | The national curriculum for geography aims to ensure that all pupils:   * develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes * understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time * are competent in the geographical skills needed to: * collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes * interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. | History and Geography are delivered through discrete, high-quality sessions following the school’s bespoke Scheme of Work, designed as part of a two-year rolling programme. Each subject is taught in alternating blocks to allow for deeper learning and greater subject focus, rather than superficial coverage.  Where meaningful links can be made, these subjects are connected to other areas of the curriculum such as English (writing), Art, and Science, enhancing cross-curricular understanding. Each unit is driven by a clear enquiry question that frames the learning and promotes critical thinking, with regular opportunities to revisit and build upon prior knowledge.  Key knowledge ("sticky knowledge") and subject-specific vocabulary are explicitly taught and revisited. Lessons include a strong emphasis on oracy, discussion, and creativity, and culminate in a purposeful assessment task or project that reflects and consolidates the learning journey.  In EYFS, specific Geographical content is taught through the strand ‘The Natural World’ in Understanding of the World. It’s linked to the topic and the skills are taught in an ongoing way through the continuous provision opportunities offered.  In EYFS, specific History content is covered through the objectives in the strand ‘Past and Present’ in Understanding the World. The concept of  chronology and how people and events fit together in time is explored in an ongoing way through continuous provision. |
| **History** | History  The national curriculum for history aims to ensure that all pupils:   * know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world * know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind * gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ * understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses * understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed * gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. |
| **RE** | Religious Education aims to ensure that all pupils know about and understand a range of religions and world views so that they can:   * describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. * Children are given opportunities to identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews. * Pupils express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. * Children express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. * Through discussion and collaboration children appreciate and appraise varied dimensions of religion. * Pupils find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively. * They enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all. * All children are encouraged to articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives. | In EYFS, Religious Education is embedded within ongoing learning and is delivered through the 'People and Communities' strand of *Understanding the World*.  From Year 1 to Year 6, all pupils receive weekly RE lessons based on the **Doncaster Agreed Syllabus for Religious Education (2025–2030)**, approved by SACRE. Entitled *Believing + Belonging*, the syllabus aims to foster curiosity and understanding of religions and worldviews, while promoting awareness and respect for diversity within our communities.  The curriculum is structured around a two-year rolling programme, with each phase covering six core units and one additional focus unit annually. Each unit is driven by key enquiry questions that encourage discussion, reflection, and deeper learning. |
| **Art** | The national curriculum for art and design aims to ensure that all pupils:   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft and design techniques * evaluate and analyse creative works using the language of art, craft and design * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | Art is taught once a week following the bespoke New Village Curriculum which ensures full coverage of the National Curriculum. In addition to this, we run an annual Art Week.  In art, children are taught to use a range of techniques and materials.  We will continue to enrich the art curriculum through workshops and visits to local galleries, as well as study of artists and architects.  In EYFS, the Art content that is covered is detailed in the curriculum overview for expressive arts and design. Children have access to a creative area within provision where they are given opportunities to explore and use their own creative ideas. |
| **DT** | The national curriculum for design and technology aims to ensure that all pupils:   * develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world * build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users * critique, evaluate and test their ideas and products and the work of others * understand and apply the principles of nutrition and learn how to cook. | DT (including cooking) is taught from Years 1 to Year 6. We have a dedicated day during each half term where we cover one of the DT strands. This ensures we see the projects through each stage of the process.  We follow a DT curriculum that has been written by the DT lead to help our teachers teach the National Curriculum for D&T in an imaginative way. DT is also sometimes included within our writing cycle when children are writing instructions and explanations.  In EYFS, the content that is covered is detailed in the curriculum overview for expressive arts and design. |
| **MFL – Spanish** | The national curriculum for languages aims to ensure that all pupils:   * understand and respond to spoken and written language from a variety of authentic sources * speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation * can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt * discover and develop an appreciation of a range of writing in the language studied. | From Year 3 onwards, pupils receive weekly MFL lessons in Spanish. Learning a foreign language provides an opportunity to explore other cultures, fostering curiosity and deepening pupils’ understanding of the wider world. It also enables pupils to express ideas and engage in meaningful communication in both spoken and written forms.  We use the **Language Angels Scheme of Learning** to support the delivery of high-quality Spanish lessons that align with the National Curriculum. Lessons place a strong emphasis on **pronunciation and oracy**, with less focus on written outcomes at this stage.  The school has transitioned from French to Spanish to better align with local secondary school provision and ensure continuity in language learning. |

# British Values

|  |  |  |  |
| --- | --- | --- | --- |
| **Democracy** | **Rule of Law** | **Individual Liberty** | **Mutual Respect and Tolerance** |
| * Class rules and responsibilities * School council representatives chosen * Children actively choosing activities (particularly in EYFS) * Circle time and P4C activities where children choose the focus and have turns to contribute * PSHE opportunities to share ideas * Through talk tasks and talk partners * Annual Democracy Day | * Rules to promote positive behaviours -dojos awarded * Assemblies * Clear expectations and consequences * Thrive * PSHE/History curriculums discussing relevant concepts | * Home school agreements * Clear rules which are reinforced by all * Taking responsibility for others * Tidying up * Roles and responsibilities in school * School Council | * Assemblies/Open the Book * Dojos * Positive language used * Diverse selection of books from different cultures and lifestyles * Curriculum topics celebrating different cultures and beliefs * Community Activities |

# 8. SMSC

|  |  |  |  |
| --- | --- | --- | --- |
| **Spiritual** | **Moral** | **Social** | **Cultural** |
| * Understanding how subjects learnt relate to the world around them * Make sense of the modern world based on the stories told * Learning of Life Skills * Exploring patterns and sequences | * Consider cause and consequence of particular decisions and choices * Proving or explaining a theory * Moral issues raised from questions to investigate * How opinions change | * Teamwork, discussion and debate * Working together productively * Work collaboratively * Consider the impact of decisions and choices on wider school * School Council * Self and peer reviewing | * Tolerance and understanding * Look at how different cultures have contributed to Britain and BNVP * Exploring differing viewpoints |

# 9. Enrichment

As a school we encourage children to participate in enrichments throughout the week starting from Key Stage 1. Most after school enrichments run for half a term, so every half term the children have the option to change. On most occasions the enrichment clubs are mixed across year groups allowing pupils to learn with different pupils from across the school.

# Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

* More able pupils
* Pupils with low prior attainment
* Pupils from disadvantaged backgrounds
* Pupils with SEMH needs
* Pupils with SEN
* Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted. Day-to-day adaptation is expected practice and is at the discretion of the class teacher in response to the children’s needs. Care is taken to ensure that children with SEND needs are not prevented from achieving across the curriculum, through removing barriers to learning but also by ensuring that there are alternative ways in which a child may be able to demonstrate their learning. This may include use of a scribe or reader, word banks, additional adult or peer support to promote the learning in the subject or to regulate emotions and feelings to support positive SEMH.

However, inclusive practice should not lead to an expectation of weaker outcomes across the curriculum for children with SEND. Subject leaders and class teachers take great care to ensure that each subject discipline is respected in its entirety whilst reducing the burden of written work/handwriting/spelling unless, where to do so, impacts directly upon the skills and knowledge for each individual subject area as outlined in the national curriculum. This is supported within the Marking and Feedback Policy where verbal feedback at the point of learning is the focus. However, staff will utilise their assessment of children’s ability to record and feed this back into the planning for English.

If children have special educational needs and/or disabilities, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having special needs, then his/her teacher, with the support of the SENDCO makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organization. If a child's need is more severe, we consult other agencies and may consider the child for additional assessment, and we involve the appropriate external agencies in making these assessments. We provide reasonable adjustments which may include additional resources and support for children with identified special educational needs and/or disabilities.

The school provides a Support Plan or Provision Plan for each child with SEND. This sets out the nature of the special educational need and/or disability and outlines how the school will aim to support the child to address these needs. The Plans also set out targets for improvement, so that we can review and monitor the progress of each child at regular intervals (termly).

# 11. Monitoring arrangements

At Bentley New Village Primary School, we have a rigorous and embedded approach to monitoring and evaluating the quality, consistency, and impact of our curriculum across all phases, including the Early Years Foundation Stage. These systems ensure that our curriculum remains ambitious, well-sequenced, and responsive to pupil needs.

**Subject Leaders** play a key role in driving curriculum quality and implementation. They are responsible for:

* Ensuring a clear progression of knowledge, skills, and vocabulary within their subject
* Supporting teachers with subject knowledge and planning
* Monitoring teaching and learning through book looks, learning walks, pupil voice, planning scrutiny, and lesson visits
* Reviewing assessment outcomes to evaluate pupil progress and inform next steps

Monitoring is planned termly as part of the whole-school quality assurance cycle and overseen by the Senior Leadership Team (SLT). Outcomes are reviewed and used to inform subject action plans, CPD priorities, and school improvement strategies.

Vertical Learning Afternoons **play a part** of our half-termly curriculum monitoring. During these afternoons, pupils from different classes across the school are grouped vertically and meet with a Subject Leader. Pupils bring their books and discuss their learning so far in that subject — including what they can remember, key vocabulary they’ve learned, and what they found easy or challenging. These sessions give Subject Leaders rich insight into curriculum impact from the pupil perspective.

Vertical Learning Afternoons also provide an opportunity for:

* **Half-termly pupil voice and book scrutiny**
* Identifying strengths and gaps in understanding
* Recognising where learning is secure or needs further support
* Pinpointing specific classes or year groups for follow-up visits and monitoring

In EYFS, the Early Years Leader works closely with the SLT to monitor the effective delivery of the curriculum through observation, environment reviews, assessment tracking, and discussion with staff and children.

This multi-layered approach to curriculum monitoring ensures that leaders at all levels have a clear understanding of curriculum implementation and impact, allowing us to continually refine and improve provision to meet the needs of all learners.

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

* school visits,
* meetings with the school council,
* meetings with curriculum teams
* Questions through Governing Board meetings

# 12. Links with other policies

This policy links to the following policies and procedures:

* EYFS policy
* Assessment policy
* SEN policy and information report
* Equality information and objectives
* Subject specific policies
* Teaching and Learning Policies