



“Love your neighbour as yourself” | Matthew 22:37-39

**Courage Hope Love & Friendship**



# Curriculum Policy

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## 1. Overview

### **St Nicholas Church of England Primary School vision:**

Our school is a nurturing, Christian school in the heart of the community which aims to inspire life-long learning. We will encourage every individual to find their passion and achieve excellence.

As part of the Equa Mead Learning Trust family of schools, our school vision and our key biblical reference "Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. Love your neighbour as yourself."(Matthew 22:37–39) underpin all that we do and support our school Christian values of; Courage, Hope, Love and Friendship.

At St Nicholas we provide an engaging, experience-rich curriculum that children enjoy. We aim to develop confident speakers who use their developing linguistic skills to articulate how they feel and what they think both in subject discussion and socially. This supports children to become confident, have-a-go learners who value the benefits of living and working in a Christian community. The curriculum will develop an understanding of the world, society and cultural life locally and further afield, enabling our children to become tolerant and hopeful young people. Children will utilise our rural environment, which provides numerous opportunities for learning in, about and through the outdoors enabling long-term well-being and care for the environment.

We work within the guidelines set by the Department for Education and follow the National Curriculum in a creative and imaginative way to engage and inspire all learners and to provide opportunities and support so that all children make good progress whilst being mindful of our mixed age classes.

Early Years provision, subjects and individual units of learning are carefully planned and sequenced to ensure that children are able to develop their skills and knowledge in each subject area. There are regular opportunities to revisit and recap learning in order to embed the relevant skills and knowledge. Curriculum progression documents can be found on our Curriculum page on our school website; <https://www.stnicholasbromham.co.uk/>

## **2. Impact: Assessment overview**

The aim of all subject teaching is to improve children's knowledge and skills so teachers will need to continuously assess what children know and remember. Teachers will use informal methods of assessment (assessment for learning) throughout lessons to adapt (support and stretch) teaching within lessons and to inform plans for future lessons or pre-teach sessions. Pupil voice, sometimes using the Pupil Book Study approach will be used to inform leaders' evaluation of the success of teaching and learning approaches and methods in specific subjects across the school.

More formal methods of summative assessment will be subject specific but will be used to inform future teaching plans. Summative assessments provide data for progress analysis to allow adaptations for specific pupils and future teaching plans to maximise progress for all and prepare our children for the next stage in their learning journey.

Please refer to our Assessment Policy: <https://www.stnicholasbromham.co.uk/>

## **3. Early Years Foundation Stage**

The Early Years Foundation Stage underpins the development of knowledge of skills in all subjects in Key Stage 1 and 2. Please follow the link to our Early Years Foundation Stage Policy <https://www.stnicholasbromham.co.uk/>

#### 4. English - Reading

### English at St Nicholas – Reading

#### **READING**

##### **Intent**

At St Nicholas' School, we intend:

- To have the skills to decode words in order to be able to read fluently with understanding of what they have read.
- To endorse a shared love and understanding of reading, especially a culture of oracy and reading for pleasure.
- For children to become confident, enthusiastic and motivated readers.
- To enable children to read easily, fluently and with deepening understanding.
- To expose children to a wide variety of genres and high quality texts types.
- To encourage a love of reading for all children.

##### **Implementation**

At St Nicholas Primary School, our reading curriculum is underpinned by our view of spoken and written language being the key to unlocking the wider curriculum and the world around us.

Phonics is taught using the Unlocking Letters and Sounds (ULS) SSP programme and consolidated throughout the school. EYFS and KS1 children have daily phonics lessons where they revisit previous learning, practice and apply new skills using engaging resources. ULS materials continue to be available during lesson times and for children who need ongoing support to develop their phonics skills into KS2.

There is opportunity to engage in guided, shared and individual reading and writing activities.

In EYFS, KS1 and KS2 children read individually, sometimes supported by our community and church volunteers – Buddy Readers. Children have an opportunity to select books, read in a comfortable space and engage in book talk with peers. In KS2, reading is taught through whole class reading sessions, focused on the reading skills (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarise) and use of Literacy Shed and Fred's Teaching resources. A range of texts are used including whole texts and extracts.

Alongside this, quality texts are mapped out within our writing units and each class enjoys a reading for pleasure time, where we share a variety of texts with the children.

A love of reading is celebrated across the school, from our calming library space to our classroom book areas, with a developing range of challenging and enriching texts.

Children at the beginning of their reading journey use ULS decodable reading books that are matched to their current phonic knowledge. As children become efficient decoders of text, they progress through a complimentary reading scheme and then become a free reader. Further reading skills such as prediction, comprehension and inference are explicitly taught.

Storytelling is part of the curriculum, offering opportunities for children to take part in storytelling and book events, alongside taking part in performance for a wider audience, including assemblies and productions.

## 5. English -Writing

### English at St Nicholas – Writing

#### **WRITING**

##### **Intent**

At St Nicholas' School, we intend;

- For children to be articulate and imaginative communicators who are well equipped to become lifelong learners.
- To ensure that children develop an understanding of how widely writing is used in everyday life and therefore how important and useful the skills are that they are learning.
- See themselves as writers who take pride in their work.
- See writing as an interesting and enjoyable process.
- To see writing as communication.
- For children to write for a purpose.
- To feel confident to experiment with sentence structure and grammar.
- Children to acquire the ability to organise and plan their written work.

##### **Implementation**

At St Nicholas Primary School, our writing curriculum is underpinned by language being the key to unlocking, reflecting on and making connections within the wider curriculum and the world around us. We aim for children to write clearly, accurately and coherently for a range of purposes and audiences in different contexts.

Our curriculum is mapped out over a two year rolling programme. Fiction units based on setting or character description and Non Fiction genres are linked to a variety of good quality texts. SPAG features and vocabulary drive the units whilst children develop skills in planning, revising and evaluating their writing. We provide opportunities for children to investigate different genres for their structure, use of vocabulary, grammar and specific text features.

We construct shared class models of writing, sharing writing in groups and writing independently. We explicitly teach pupils how to plan, make notes and edit their writing.

We provide children with real life experiences to enrich their journey, both within the grounds of the school, our locality and further afield. From EYFS to Year 6, children are encouraged to talk, act and use a range of strategies to support their learning linked to writing. EYFS have access to mark making throughout the classroom and outdoors and are encouraged to write for a purpose in many different situations and with different writing mediums.

Spelling is built upon the foundations of ULS phonics, and children move on to use Sounds and Syllables (from autumn 2025). Other spelling support is provided when needed.

There is a high expectation that handwriting is correctly formed and encourage children to develop their handwriting in pencil so that they can move on to use a pen. We use ULS phonics programme to teach early handwriting, moving on to using the Unlocking Letters and Sounds handwriting resources to support the handwriting of key words at each age range.

Children's writing is displayed and celebrated in classrooms and around the school.

Opportunities are provided for children to take part in storytelling and book events, writing competitions and writing and performing for a wider audience, including assemblies and church services.

## 6. Maths

### Maths at St Nicholas

#### Intent

At St Nicholas' School, we have adopted the Maths Mastery approach through which we aim to maximise progress for all children from their starting points, to become independent, confident (have a go) and adaptable mathematicians with a growth mindset. We support teachers to provide engaging maths lessons which utilise the Concrete, Pictorial, Abstract approach to teaching using supporting resources which they can adapt to suit the needs of the children in their class whilst placing an emphasis on verbalising mathematical thinking supported by the use of stem sentences.

#### Implementation

*Overarching approaches* to developing independent, confident and adaptable mathematicians;

**Mastery approach** is being adopted in all year groups although this will not look identical in each class or year group because of our mixed year group classes. In a lesson, teachers will adopt different formats depending on the stage in a unit, children's progress, the task in hand and which group they feel needs more support to progress.

**Concrete, Pictorial, Abstract approach** encourages use of manipulatives across the school.

**Long term planning** / yearly - National curriculum and EYFS development matters supported mainly by the NCETM Mastering Number programme and White Rose Maths planning <https://whiterosemaths.com/> and <https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/>.

**Medium term** – Class teachers will ensure coverage for the year based on the White Rose Maths units but may vary the order and blocking of delivery based on children's progress and need.

**Short term** (weekly / daily) – NCETM Mastering Number programme has been adopted since 2021/22 in Years R, Year 1 and Year 2 but since 2024/25, the Year 4 and 5 children also use the programme – this will be kept under review. Adult led sessions in Nursery will shaped by White Rose Maths but the focus will be on meeting the child where they are and adapting input and provision to their stage of development. This is also applicable for those in Reception except the main focus will be on the Mastering Number resources with White Rose Maths being used for Shape, Space and Measure aspects of maths learning.

Year 1-6 teaching is shaped by the White Rose Maths small steps within units of work whilst considering our children and their progress. Other sources will include WRM Premium resources, Classroom Secrets and other free online reasoning and problem solving resources such as NCETM and NRich. Teachers are encouraged to make links between maths and other subjects to make it come to life and help children see its everyday relevance whilst introducing correct and age appropriate maths terminology together with clear modelling and insisting on the use of stem sentences in response to verbal and written questions. Reasoning and problem solving are central to teaching and learning in Maths in our school whilst recognising that fluency underpins this. Quality First Teaching is adopted within all classes across all subjects.

**Number facts knowledge:** In Key Stage 1, early number knowledge is supported by weekly input and tests as a precursor to times tables learning. The Claire Christie / Wilts (Year 3) and Times Tables Rockstars (Year 4-6) materials are used daily for supporting learning of times tables.

Most lessons (or early morning activity) will involve some recall of previous learning (eg Flashbacks), new teaching, use of concrete and / or visual resources, practise of fluency tasks (with variation), relevant stem sentences and some exposure to reasoning and problem solving questions (eg application of fluency, open ended, true or false).

Teachers will use in-lesson AfL to guide the content and rate of progress of a lesson (eg add in a mini teach session or individual support, resources, scaffolded questions or providing further stretch for those coping with fluency questions such as more open ended reasoning, explanation, question setting, problem solving within the topic) and the series of lessons, revisiting where required.

Maths learning is enriched through various events and competitions held during the year such as Number Day, Times Tables Rockstars events and Maths Week but is also brought to life through competitions and children having an active role in fundraising days (eg costing and handling cash).

## 7. Art and Design

### Art and Design at St Nicholas

#### Intent

At St Nicholas' School, our Art and Design curriculum will support our children by:

- Inspiring pupils and developing their confidence to experiment and invent their own works of art.
- Nurturing their talent and interests and expressing their ideas and thoughts about the world.
- Enabling children to think as artists and designers and to be engaged, inspired and challenged.
- Assisting children in becoming visually literate, developing powers of observation, appreciation and critical thinking.
- Encouraging use of imagination, self-expression and original thought through experimentation, invention and creativity.
- Encouraging children to respond to the work of artists and know that art is made for different purposes, within different cultures and periods of history.
- Acquiring different skills using different media as the children progress through school.
- Providing opportunities to learn about the world in which we live through linking with other subjects.
- Using art to build confidence and self-esteem as well as supporting their well-being and mindfulness.

#### Implementation

Art and Design is taught in every class (Year 1-6), once a fortnight throughout the year, or sometimes as an intensive block of art if this is more appropriate.

We use the Kapow scheme of work, which includes a diverse range of types of art, skills and mediums alongside a variety of artists and craftspeople. The scheme of work has 5 strands running throughout:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

The formal elements are woven throughout the units and key skills are revisited again and again with increasing complexity in a spiral curriculum model. The units are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and Design

Units are spread over a rolling programme to suit the needs of our mixed age classes. EYFS units encourage exploration of skills through different mediums, using play as a foundation. This allows children to follow a progression of skills and build on prior knowledge. Every child is given the opportunity to learn the skills of drawing, painting, printing, sculpture and digital art through the exploration of an initial key artist, craft maker or digital designer. Children immerse themselves in a range of art and design techniques through experimenting with colour, pattern, texture, line, shape, form and space. We have a range of resources to support the teaching of art.

Cross-curricular links are promoted, where appropriate, to allow all children to deepen their understanding across the curriculum, including the use of technology and artworks from year-group specific historical, geographical and scientific contexts. We enjoy taking learning outside and will ensure children have the opportunity to take their art into the school grounds or local area, linking with community projects as well as Woodland Wonderers and educational visits.

During their time at school, children develop their use of a sketchbook. Children use their sketchbooks to make explore, initial sketches, develop skills, record ideas and develop opinions. Children have the opportunity to reflect and develop and have the chance for self and peer-assessment.

Children have opportunities to share art experiences with their class, other classes and with their families and the community, where we display work, ask parents to join us making art in school and by taking part in national events such as the Big Draw or more local events with the church or village events.

## 8. Computing

### Computing at St Nicholas

#### Intent

Technology is everywhere and will play a pivotal part in students' lives so, at St Nicholas School, we want to model and educate our pupils in how to use technology positively, responsibly and safely.

- We want our pupils to understand that there is always a choice with using technology and as a school we use technology (especially social media) to model positive use. We recognise that the best prevention for issues arising within technology and social media use is through education.
- We recognise that technology can allow pupils to share their learning in creative ways.
- We understand the accessibility opportunities technology can provide for our pupils.
- Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively, which will in turn help our pupils become skilful computer scientists.

We intend that our pupils become fluent with a range of tools to best express their understanding of computing and leave primary school computer literate and able to live safely, creatively and productively in an increasingly digital, globally linked society.

#### Implementation

At St Nicholas School, we utilise a clear and effective, scheme of work that provides coverage in line with the National Curriculum using **Teach Computing** from The National Centre for Computing Education (NCCE).

Teaching and learning facilitates progression across all key stages within the strands of computing systems and networks – technology around us, creating media, data and information, and programming.

The Teach Computing curriculum is structured into units for each year group, and each unit is broken down into lessons. Units can generally be taught in any order, with the exception of programming, where concepts and skills rely on prior knowledge and experiences. Lessons must be taught in numerical order.

Children will have access to the hardware (computers, tablets, programmable equipment) and software that they need to develop knowledge and skills of digital systems and their applications.

Children have the opportunity to explore, discuss and respond to key issues such as digital communication, cyber-bullying, online safety and safe use of digital systems, security, plagiarism and social media.

We encourage staff to embed computing across the whole curriculum to make learning creative and accessible.

## 9. DT

### Design and Technology at St Nicholas

#### **Intent**

At St Nicholas' School, our Design and Technology curriculum enables our children to:

- Be innovative and creative thinkers who have an appreciation for the product cycle through ideation, creation and evaluation.
- Have the confidence to take risks, through drafting design concepts, modelling and testing and to be reflective learners who evaluate their work and the work of others.
- Be aware of the impact of Design and Technology on our lives and become resourceful, enterprising citizens who will have the skills to contribute to future design enhancements.
- Develop practical skills whilst being creative and imaginative.
- Create a range of structures and products using mechanisms, textiles and electrical systems and food products all with a real-life purpose.
- Design and make products that solve real and relevant problems within a variety of contexts that support other curriculum areas.
- Reuse and recycle materials to make new products as part of developing their awareness of environmental issues.
- Reflect, evaluate and test their ideas and products and the work of others and feel proud of their achievements.
- Understand where food comes from and how to grow it.
- Understand the importance of a varied and healthy diet and how to prepare healthy food.

Where appropriate, other subject areas may provide some inspiration for Design Technology learning.

#### **Implementation**

At St Nicholas Primary School, Design and Technology is taught in every class (Year 1-6), once a fortnight throughout the year or as an intensive block if this is more appropriate.

We use the Kapow scheme of work in which the curriculum is organised into three strands:

- Design
- Make
- Evaluate
- Each stage is underpinned by technical knowledge, which encompasses the contextual, historical and technical understanding required for each strand.

There are six key areas:

- Cooking and nutrition (Cooking is a separate section and focuses on specific principles, skills and techniques in food, including where food comes from, diet and seasonality).
- Mechanisms/Mechanical systems
- Structures
- Textiles
- Electrical systems (KS2 only)
- Digital world (KS2 only)

It is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning.

The units are spread over our rolling programme to suit the needs of a mixed age class, allowing children to follow a progression of skills and build on prior knowledge. EYFS children have the opportunity to explore problem solving through making structures, using textiles, joining techniques and investigating food and senses. EYFS children have access to a range of materials including recycled materials, alongside joining apparatus as part of playful learning in continuous provision both indoors and outside. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. The variety means that lessons are

engaging and appeal to those with a variety of learning styles. Children record the design process in work books, final products and photographs.

Skills and knowledge developed in DT support learning across the curriculum especially in literacy, maths, science, art, PSHE and Computing and within the world around them. We enjoy taking learning outside and will ensure children have the opportunity to take their DT into the school grounds or local area and may link with educational visits. Independent and collaborative learning and problem solving is promoted.

The three core task types children will focus on in DT are:

- investigating and evaluating existing products,
- focused tasks to explore and develop knowledge and skills,
- designing and making activities which are purposeful.

## 10. Geography

### Geography at St Nicholas

#### **Intent**

At St Nicholas School, we aim to show that Geography can inspire a curiosity and fascination about the world and its people and reinforce our role in sustaining it that will remain with our children for the rest of their lives.

The promotion of practical and engaging, quality Geography teaching and learning aims to provide our children with the foundations and knowledge for understanding the world so that they become confident global citizens. Our curriculum promotes geographical enquiry and engagement with the local environment to ensure that children learn through varied and first-hand experiences of the world around them.

Over their time at St Nicholas School, we aim for children to develop an understanding of the impact of human development on the natural and physical world around them as they observe and promote respect for the environment, cultures different to their own, living things and processes. Discursive opportunities will aim to provide children with opportunities to practise using key stage appropriate geographical vocabulary.

#### **Implementation**

At St Nicholas School, we utilise the Kapow scheme of work in which each area of Geography teaching carefully develops the skills and knowledge necessary for subsequent learning and is designed to be engaging for each particular key stage group while acknowledging close links to other subjects such as History and Science.

Our two year rolling programme ensures that all children cover the skills and knowledge required by the National Curriculum progressively. We aim to provide exciting opportunities in Geography, such as visits to habitats in the local environment and trips to sites which enrich the learning process. This starts as soon as children start school, in the Early Years Foundation Stage, where children playfully investigate their immediate environment by using Woodland Wonderers and the local environment for observations and exploration.

## 11. History

### History at St Nicholas

#### Intent

History is all around us and the study of history ignites children's curiosity about the past in their own localities, in Britain and the wider world.

At St Nicholas School, our intent when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding of how and why the past influences the present over time in the world, their country, culture and local communities today. History enables children to develop a chronological framework for their knowledge of significant events and people and a context for their growing sense of identity. What they learn through history has the ability to influence their decisions about personal choices and the attitudes, values and challenges of their time.

#### Implementation

At St Nicholas School, we utilise the Kapow scheme of work and have mapped out a two year rolling programme to ensure a progressive programme of study for our mixed age classes. Mixed age classes mean teaching cannot be chronological in order. However, teachers will revisit previous learning and make it clear to children where their learning sits within the chronological framework to support making connections between different people and eras.

Teachers will explicitly model the subject-specific vocabulary, knowledge and skills relevant to children's learning to allow them to integrate new knowledge into larger concepts and to enable meaningful discussion, investigation and explanation.

All classrooms have an age-appropriate timeline of historical events so that chronology and links between different populations, eras and parts of the world are clear.

We aim to realise the benefit of visits to local areas of historical interest, including those in and around the village.

## 12. MFL

### **MFL French at St Nicholas**

#### **Intent**

The skills, knowledge and understanding gained through learning another language contribute to the development of children's language acquisition and literacy and to their understanding of their own culture and those of others.

At St Nicholas School we believe that some early exposure to MFL at school supports the teaching and learning that occurs once it is more formalised in Key Stage 2. We will prepare children for the KS3 language curriculum by ensuring that they are confident, have-a-go language learners.

#### **Implementation**

At St Nicholas, French is taught across Key Stage 2 using the Kapow Scheme of Work as a basis, allowing flexibility for French being a new language in our school and for the flexibility needed for mixed-age planning. The scheme of work reflects the key recommendations from the pedagogy review and the Ofsted languages research report, which highlight the three key knowledge strands phonics, vocabulary and grammar.

The scheme is adapted to the context of our school. This provides the teacher with clear progression and content for teaching and learning. Our school has a strong emphasis on the cultural aspect of MFL, including learning about traditions and their variations across French speaking countries, which can be a useful platform to make links with Geography and History.

NB: French teaching replaced Spanish in September 2025 to utilise staff knowledge and skills.

Teachers feel the Scheme of Work provides more accessible, engaging and effective resources for our children to become confident young linguists.

### 13. Music

#### **Music at St Nicholas**

##### **Intent**

At St Nicholas School we believe that music plays a vital role within the school and for our wellbeing throughout our lives. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide range of musical forms, and to begin to make judgements about the quality of music. Music is a complex subject made up of multiple skills and our curriculum is ordered to allow pupils to revisit and build on learning as they progress through the school. In addition to weekly music lessons, music also plays a large part in the whole school curriculum with weekly singing assemblies, church services, individual music lessons, a school choir, recorder club and annual productions for all members of the school community. We want all pupils to gain enjoyment, self-confidence and the ability to express themselves through music.

##### **Implementation**

At St Nicholas we follow the Charanga Musical Scheme (supplemented with other sources eg Royal Opera House (Thorn Class) and BBC Ten pieces (Willow Class) where appropriate) which allows teachers to deliver engaging, inclusive and vibrant lessons. Our custom-built school rolling programme takes into account our mixed year group classes and is designed to ensure that pupils have access to a wide range of musical activities allowing pupils to become confident learners and performers. Pupils have access to a range of musical instruments and technology that can be used to compose and express their own ideas. Weekly Charanga lessons are designed to help pupils review, remember, deepen and apply their understanding. Opportunities to learn subject specific vocabulary are embedded within lessons. Pupils are given opportunities to perform throughout the year, through end-of-term services and two musical productions annually. We look for opportunities to welcome visiting musicians and participate in other local projects through the Swindon and Wiltshire Music Hub with whom the Subject Leader is involved.

## 14. PE

### PE at St Nicholas

#### Intent

At St Nicholas, we celebrate the benefits and joy of physical activity. PE lessons develop an enjoyment of physical activity through exposure to a wide range of sports, skills and forms of exercise whilst our lunchtime Fit Nic sessions, emphasis on active, outdoor play and coached sports during breaks and outdoor learning opportunities enrich this together with the various opportunities to participate in sporting activities with other schools are maximised through involvement with the Calne and Chippenham SGO programmes. Our curriculum is designed in a way which allows children to build knowledge and to explore the variety of ways they can remain active in life and in sport. In our school, children will be immersed in different sports to experience teamwork, co-operation and competitive spirit. Correct and age-appropriate active lifestyle and sport specific terminology will be introduced throughout the school.

The units within our curriculum allow the children to progress from simple fundamentals to applying these fundamentals and tactics in game situations. It is our ambition that, by Year 6, all children will enjoy a form of exercise or sport and understand how to improve in this.

#### Implementation

At St Nicholas we aim to provide quality PE provision;

- Lesson series will have two focuses:

Skills; where pupils will develop how to control their own movements and objects.

Fitness; where the pupils will work on their own fitness levels and understanding of how to improve their own fitness.

- Lessons are planned by subject specialists alongside school staff.
- Our curriculum map is composed of a range of sports and forms of exercise which provide multiple opportunities in the full range of core abilities and fundamental movements: Strength, agility, balance and coordination.
- Children participate in two weekly PE lessons with teachers, teaching assistants and PE coaches (EYFS to Year 6).
- Year 6 Sports Leaders lead a physical activity session (Fit Nic), break time resources are provided through the pupil Huff and Puff leaders and equipment whilst team and sports related after school clubs are provided for all year groups during the year.
- Inter-school competitive and non-competitive sports and activity events are attended when organised through the Calne SGO and Chippenham SSCOs.

## 15. PSHE

### **PSHE at St Nicholas**

#### **Intent.**

At St Nicholas, PSHE is central to what we do and enables all of our children to become healthy, responsible and positive members of the school community and wider society. Through our whole school approach, we enable children to develop personally, socially, intellectually and spiritually.

The aim of our curriculum is to use appropriate and meaningful materials to develop in our children, an understanding of the ever-changing world around them and the diverse society within the UK and beyond. We aim to broaden their horizons beyond those of the small rural community in which they live.

#### **Implementation**

PSHE is primarily delivered using the Kapow scheme of work to support teaching and learning. This is mapped to meet the needs of our mixed age classes. This curriculum is enriched through the use of outdoor learning across the curriculum, focusing on the needs of our children through the welcoming of specific visitors and visits including Walk Safe, Bikeability and emergency services representatives. This is enriched through participation in community events and charitable initiatives across the year.

All pupils have a weekly PSHE lesson which encourages respectful discussion using relevant vocabulary. Throughout the PSHE teaching we actively promote our school values of Love, Friendship, Courage and Hope underpinned by our bible story of the Good Samaritan. In addition, Collective Worship links with many threads of PSHE.

Emotional literacy is developed throughout the PSHE programme and beyond.

## 16. RE and World Views

### Religious Education and Worldviews at St Nicholas

#### **Intent**

At St Nicholas School we believe that all children should have the opportunity to discuss challenging questions and ideas, be able to articulate their own views and share their ideas, thoughts and beliefs. Through our curriculum, we intend to develop pupils' knowledge and understanding of the beliefs and practices of Christians and people of other principal world religions, and non-religious worldviews. We will enable pupils to explain how beliefs and practices can inform and change the way people see the world and the way they live and treat others. We believe that it is important to help pupils to gain an understanding of differences held within a religious or nonreligious worldview and of the similarities of beliefs and practices held by people within, and across, traditions. Through our curriculum, we will equip pupils to be sensitive to others' beliefs, able to express their own views, show curiosity and have the vocabulary and verbal skills to ask appropriate questions when meeting people different to themselves.

#### **Implementation**

Religious Education and Worldviews at St Nicholas school is taught via a combination of the **Wiltshire Agreed Syllabus for RE and Understanding Christianity**. The curriculum has been carefully designed to account for our mixed year group classes, allowing pupils to build knowledge and skills as they progress through the school. Religious Education and Worldviews is taught on a weekly basis but is sometimes delivered as a whole-school RE day, for example through our Christmas and Easter Trails in partnership with the local parish community.

Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. Use of the Understanding Christianity resources allows key concepts such as Incarnation, Salvation and Creation to be taught across the school. Work is recorded in Religion and Worldviews books or through the use of floor books.

## 17. Relationships and Sex Education

Please refer to our current SRE Policy on our website – <https://www.stnicholasbromham.co.uk/>

## 18. Science

### Science at St Nicholas

#### **Intent**

At St Nicholas we intend for all children to develop a good understanding of the world around us whilst equipping them with the knowledge and skills to help them think scientifically. We want them to be curious learners, willing to ask questions and investigate as they progress through the school. They will recognise that sometimes there will be more questions than answers and start to plan their own investigations through a range of enquiry types. We encourage children to learn from, be inspired by the work of great scientists, and understand the contribution science has made to society, both past and present. We intend for pupils to recognise that the skills and knowledge gained can be applied to a wide range of careers by giving children opportunities to explore science both in and out of the classroom. We aim to:

- Prepare pupils for life in an increasingly scientific and technological world today and in the future.
- Encourage pupils to appreciate the natural world and human invention.
- Build on pupils' natural curiosity and developing a scientific approach to problems.
- Explore the sustainability of our planet and our role as citizens within it.
- Encourage open-mindedness, self-assessment, perseverance and developing the skills of investigation – including: observing, measuring, predicting, hypothesising, experimenting, communicating, interpreting, explaining and evaluating.
- Make links between science and other subjects.

#### **Implementation**

At St Nicholas, throughout the Science curriculum, the children will acquire and develop the key knowledge, skills and vocabulary that has been identified within each unit and across each year group. The key knowledge identified by each year group is informed by the national curriculum and builds towards identified phase 'end points' in accordance with National Curriculum expectations. The organisation of the units allows pupils to develop and build on their previous knowledge and apply it further. The curriculum is planned on a two year rolling program to accommodate our mixed age classes. Key skills are also mapped for each year group and are progressive throughout the school. Teachers deliver weekly lessons in which practical investigations and enquiries are key to pupil learning. Science is recorded in Science books or through the use of floor books. Key questions are identified by teachers and, over the year, pupils will experience a range of enquiry types. Working Scientifically skills are embedded into all lessons to ensure that skills are systematically developed throughout the pupil's school career and new vocabulary and challenging concepts are introduced through direct teaching. We build upon the knowledge and skill development of the previous year. Pupils are encouraged to articulate their understanding and own ideas, using key scientific terminology.