



Curriculum Policy (EYFS & School)

St Christopher’s Prep School & Nursery

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1 Introduction

St Christopher's Prep School & Nursery (the School) is committed to providing the best possible care and education to its pupils and to safeguarding and promoting the welfare of children and young people. The School endeavours to provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child. Whilst no longer a requirement, the school recognises the importance of the key elements for Every Child Matters: Change for Children and the outcomes outlined within it to help children achieve more. DfE (2013).

- To be Healthy
- To Stay Safe
- To Enjoy and Achieve
- To Make a Positive Contribution
- To Achieve Economic Well-being.

This policy has the school's aims at its heart.

2 Rationale

We believe it is vital for the School to have a Curriculum Policy so that activities can be designed to further the well-being and the personal and social development of the pupils and prepare them for the opportunities, responsibilities and experiences to take them into the next stage of their education and for life in British society.

The implementation of the school curriculum enables the school to raise standards, establish an entitlement for all pupils, establish teachers' expectations in each area of the curriculum, and promote parental and other carers understanding of the curriculum.

The Curriculum Policy:

- sets the School curriculum at the centre of the School's Strategic Leadership Plan;
- sets the School curriculum at the centre of the School Improvement Plan;
- secures equality of access and opportunity for each pupil;
- informs the development and use of staff, equipment and other resources.

3 Aim

To manage the curriculum effectively, in accordance with the vision and aims of the School, in order to meet the needs and aspirations of its pupils.

4 Objectives

1. To maintain a written policy for the effective leadership of the curriculum.
2. To allocate responsibilities for curriculum leadership clearly and appropriately.
3. To maintain an effective school curriculum informed by the school's curricular aims and principles, which meets legal requirements including the promotion of our school values.
4. To promote the health and wellbeing of children and of the whole school community and recognise the importance of teaching pupils about safeguarding.
5. To give support to pupils who require it, according to a clear and appropriate rationale which promotes the school's aims.
6. To express the curriculum in the form of policies, schemes of work (long term planning), medium- and short-term planning.
7. To enrich the curriculum with a programme of extra-curricular activities.
8. To use resources appropriately.

4.1 To maintain a written policy for the effective leadership of the curriculum

The school curriculum statement sets out the School's curricular aims and principles and the manner by which legal requirements are met.

4.2 To allocate responsibilities for curriculum leadership which are clear and appropriately

The school's curriculum statement and policies are formulated by the teaching staff under the direction of the senior leadership team.

The SLT are responsible for ensuring that curriculum planning provides pupils with a wide range of challenging learning experiences, taking account of the learning needs of all pupils and that effective teaching motivates and inspires all pupils to achieve their best work, to learn and make progress.

Pupils should be given the opportunity to engage in activities and gain experiences in the following areas:

- Literacy/Language - developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing; including lessons in written and spoken English.
A modern foreign language is also taught as part of the curriculum (French).
- Mathematical - developing pupils' skills to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.
- Scientific - increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.
- Technological- including the use of coding; information and communication technology (ICT); developing, planning and communicating ideas; working with tools and equipment, materials and components to produce good quality products; and evaluating processes and products.
- Human and social- concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions.
- Physical- aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.
- Aesthetic and creative- concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.
- Religious Education- providing human and social education and promoting spiritual, moral, social and cultural development. Programmes are developed to support an understanding and of those

with different religious beliefs and those without religious beliefs, whilst being faithful to the Christian foundation of the school.

- Society and Citizenship- concerned with preparation for pupils to take their place in society and to become good citizens who respect our School Values (Appendix 2), as well as the rule of law, democracy, and respect.

In consultation with other members of staff, the senior leadership team, core subject leaders and subject specialists are instrumental in guiding colleagues in the production of schemes of work and medium term plans for EYFS including the seven areas of learning and for Key Stages 1 & 2 based on the National Curriculum documentation and for providing mutual support in drawing up weekly, short term planning. Individual teachers are responsible for drawing up these plans, outlining objectives, learning opportunities and methods of assessment.

All plans are then copied into the teacher shared One drive, and subsequently evaluations added for purposes of monitoring. Evaluations should include any concerns about individual children as well as those having particular success.

In consultation with the Senior Leadership Team, subject co-ordinators, subject specialists and class teachers are responsible for monitoring the quality of teaching and learning in the areas of the curriculum that they teach.

To develop staff confidence and competence in teaching each subject, teachers will:

- share good practice by taking part in paired observations/consultations with subject co-ordinators
- be observed at least three times each academic year in one of the subjects which they teach
- attend a review meeting with the Head and/or the Deputy Head during the Summer term
- identify individual training needs
- attend in house and external staff development courses where appropriate

The Senior Leadership Team, core subject leaders and subject specialist if appropriate will:

- identify with the Head whole school planning needs
- arrange for appropriate advice and information from staff development activities and other sources to be disseminated and where appropriate, to be used to improve planning and subsequently turned into practice

4.3 To maintain an effective school curriculum informed by the School's curricular aims and principles, which meets legal requirements, including the promotion of our Values System and British Values.

School curriculum planning priorities are part of the School development plan. The School Curriculum profile and Curriculum Design, as well as details of time allocations for each subject, (appendix 1) are reviewed annually prior to timetables being drawn up for the forthcoming year.

The School is committed to providing a broad and balanced curriculum for all children which

- promotes their spiritual, moral, social, cultural, cognitive and physical development;
- prepares them for the opportunities, challenges, responsibilities and experiences of the next stage of their education and for their adult life.

4.3.1 EYFS

In **EYFS** there are 7 areas of learning and development. All areas are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning. These 3 areas are called the Prime areas: Communication, Physical Development and PSED (Personal, Social & Emotional). The other 4 areas are called the Specific areas and are: Literacy, Mathematics, Understanding the World and Expressive arts and design.

An overview of these areas are set out below.

<ul style="list-style-type: none">• Communication and language development involve giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
<ul style="list-style-type: none">• Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
<ul style="list-style-type: none">• Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
<ul style="list-style-type: none">• Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
<ul style="list-style-type: none">• Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
<ul style="list-style-type: none">• Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
<ul style="list-style-type: none">• Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Each area of learning and development is implemented through planned purposeful play and through a mix of adult led and child initiated activity.

As the child gets older the balance between adult led and child initiated activity shifts towards more adult led activity, so that children can prepare for more formal learning in Year 1. When planning activities for the curriculum the teacher reflects on how children learn. The 3 Characteristics of Effective Learning are:

- Playing and Exploring – children investigating and having ‘a go’.
- Active Learning – concentrating and focussing on tasks.
- Creating and Thinking critically – children developing their own ideas and solving problems.

Practitioners must consider the individual needs, interests, and stage of development of each child in their care and must use this information to plan a challenging and enjoyable experience for each child.

Early Years Curriculum in the Nursery

St Christopher's Nursery is committed to:

- Offering a rich and varied curriculum;
- Creating a stimulating environment, accessible to all, in which it is fun to learn.
- Valuing each child as a unique individual and providing them with an equal opportunity to thrive and reach their full potential.

Principles

The Early years development matters framework encourages children to be creative, imaginative and spontaneous in their learning. Between the ages of 2 to 4 years the child is curious and inquisitive, learning is active and any information is absorbed like a sponge. We at St Christopher's thrive to capture this stage of a child's life by providing them with activities that are fun, encourage independent exploration and set at their appropriate developmental stage.

Pupils are provided with opportunities on a daily basis that reflect the seven areas (PSED, communication and language, mathematics, literacy, physical development, understanding of the world and expressive art and design). There is a strong emphasis on the three prime areas. They are challenged with open-ended questions and given opportunities to explore and share their ideas for solving problems.

Spontaneous learning and child initiated learning are really celebrated at St Christopher's Nursery. The environment has been specifically designed with the notion that a child should be able to access activities independently. This promotes the idea that at any point in the day a child may have an urge to explore any of the seven areas. Examples include all activities: these are suitable for independent exploration and they are stored at the child's eye level. It is anticipated that this will encourage and entice a child to explore.

The curriculum focuses on experimental learning, active involvement and developing each child's:

- Holistic skills and understanding.
- Personal, Social and Emotional development that in turn create self-belief and the foundations of personal identity.
- Positive attitudes to learning that make them understand that learning empowers them.
- Self-esteem so that they have the confidence to act on their thirst for knowledge.
- Creative, expressive and observational skills to promote the idea that they can change, challenge and solve situations.
- Exposure to outdoor learning that highlights natural, real life activities which help to put concepts into reality.

Procedures

All staff are continually:

- Actively encouraging pupils to act on their own interests through the use of open questions, and positive encouragement
- Implementing the Early years development matters and making sure it is suitable for children from two to five years of age
- Planning for the needs and interests of individual pupils;
- Catering for different learning styles
- Using pupil's individual assessments and observations as a basis for planning.
- Providing a balance of adult-led and child-initiated activities
- Providing a wide variety of practical activities and experiences on a daily basis, both indoors and outdoors
- Developing a good relationship with parents and carers to gain a deeper understanding of the children and incorporating this information in planning
- Actively valuing diversity within our setting and using resources which promote positive images of all the different groups of adults and children living within our society
- The entire curriculum at St Christopher's Nursery encourages pupils to develop positive attitudes about themselves and about all people who make up the world around them

The implementation of the Early Years development matters:

Unique Child– every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships- Children learn to be strong and independent through positive relationships. These relationships are fostered through a loving, caring, respectful environment that begins from the first day that a child joins the nursery. The keyworker system guarantees that each child has a dedicated staff member who ensures that they have a strong and loving relationship that in turn builds trust, and faith.

Enabling Environments– Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development- Children develop and learn in different ways. The curriculum followed at St Christopher's Nursery covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The Curriculum consists of planned and un-planned activities which are organised within the nursery and outdoor area and are based on the prime areas of learning and which are strongly linked to the Early years development matters:

- Mathematical Development
- Language, Literacy & Communication
- Personal and Social Development,
- Knowledge and Understanding of the world
- Creative development
- Physical development

Planning

For daily planning staff have taken into consideration the Early Years Development Matters framework, and create activities that support the nurseries use of free-flow, ensuring that daily there is rich variety of activities on offer which the children can freely choose.

Our daily planning for all groups includes:

Imaginative / Role Play
Mark Making
Mathematics
Construction
Sand
Water
Discovery / small world / Exploration area
Technology
Malleable Materials
Story-time / Circle time / Group time
Music
Creative
Physical development (gross and fine)

Free-flow

The free flow approach used at St Christopher's Nursery works on the recognition that children, just like adults, learn best when they are able to explore their interests fully and follow their own agendas through play for any given length of time.

A free-flow environment often works well in Early Years settings as it allows children to move between the indoors and outdoors as they wish and this freedom offers many learning and development opportunities, which include:

- 1. Children develop greater independence** – Free flow play allows children to set their own rules
- 2. Allowing children to progress at their own pace** – Some children learn better when outside – with free flow play you can cater for all leaning styles and no child will feel rushed into doing a certain activity.
- 3. Developing decision making skills** – Children can choose when they want to be and what activity they want to do, this gives children practise in choosing and dealing with the consequences of their choice.
- 4. Freedom** – Access to the outdoors gives children space to run around and expel energy and boosts mental and physical well-being and confidence.
- 5. Develop an understanding of their environment and surroundings** – learning the difference between inside and outside and the natural and man-made environments.

Strong links are used from staff observations and assessments to plan, with free-flow providing many rich opportunities for these to be made daily, staff then use these observations to link to planning ensuring it links in with their current interests and individual needs.

UNCRC (United Nations Convention on the Rights of the Child)

Policies for children continue to be underpinned by the UNCRC (United Nations Convention on Rights of the Child) and our desire to make it a reality in children's lives.

In order to achieve this, we continue to provide support for children and their families.

We are able to do this by:

Linking education to development, child's personality, talents, physical ability to reach their fullest potential

Consulting children

Listening and taking on board children's interests, views and ideas

Involving them whenever possible with decision making

Following their individual views and interests

Protecting children from discrimination and negative portrayal

Always looking at the best interests of the children

Keeping children safe from harm

Promoting physical and mental health

We provide safe, interesting places to play, positive activities, regular circle time sessions to encourage all children to have a voice and be involved in decision making, taking on board ideas and encouraging all children whenever appropriate to evaluate the activities on offer.

- (a) frequently, meaning once a week or more; or
- (b) overnight, meaning between 2.00 am and 6.00 am; or
- (c) satisfies the "period condition", meaning four times or more in a 30 day period; and
- (d) provides the opportunity for contact with children.

Separate Barred List checks are carried out in the following circumstances:

- for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced DBS Certificate with Barred List information;
- where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person's appointment to the organisation.

Roles which are carried out on an unpaid / voluntary basis will only amount to regulated activity if, in addition to the above, they are carried out on an unsupervised basis.

It is for the School to decide whether a role amounts to "regulated activity" taking into account all the relevant circumstances. However, nearly all posts at the School amount to regulated activity. Limited exceptions could include an administrative post undertaken on a temporary basis in the School office outside of term time or voluntary posts which are supervised.

4.3.2 Key Stage 1 & 2

For **Key Stages 1 & 2** the basis for learning is measured against the guidelines set for the National Curriculum subjects. The School acknowledges the flexibility afforded to it which enables it to fashion its own curriculum in a creative and innovative way and takes these components as its starting point when designing and timetabling its curriculum. This will also reflect the school's values, aims and aspirations which we feel are right for our pupils and the whole school community. The challenge is to customise this basic entitlement to learning, and, in the context of government policies and initiatives, create our own distinctive and unique curriculum to reflect the school's aims and priorities.

Personal, Social, Health, Economic and Moral Education & Citizenship [The aims and organisation are detailed in the PSHEE policy] Within our curriculum pupils should have the opportunity to explore attitudes and values; develop personal skills; discuss rights and responsibilities; discuss relationships and feelings; learn about other cultures and nations; learn about their bodies and how to care for them; learn about personal safety and who can help them in the community; learn about the dangers associated with every day materials; learn that all medicines are drugs; but not all drugs are medicines; share their achievements with others.

The ***promotion of British values*** is also embedded in our teaching, i.e. democracy; freedom of expression and debate within the rule of law; individual liberty; mutual respect; tolerance. (See SMSC Spiritual, Moral, Social and Cultural and PSHEE and Citizenship policies and programme of study)

4.4 To promote the health and wellbeing of children and of the whole school community and recognise the importance of teaching pupils about safeguarding.

Duty to Promote Wellbeing, The Education and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing (as defined in the Children Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning as fully outlined in the schools social, moral, spiritual and cultural policy and personal, social, health, moral education and citizenship policy and schemes of work.

The school precludes the promotion of partisan political views in the teaching of any subject in the school and takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils ... they are offered a balanced presentation of opposing views. Text is taken directly from the SMSC development standard set out in the Education (Independent School Standards) (England) Regulations Autumn 2014.

Additionally at St. Christopher's Prep School & Nursery we:

- promote a healthy, safe and caring environment for all pupils and staff
- provide a broad and balanced curriculum for all our pupils, which recognises and values their individual backgrounds and needs
- promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community
- prepare our pupils to engage confidently with the challenges of adult life
- provide sufficient information and support to enable our pupils to make safe choices
- provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively
- help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood
- create a wider awareness of religious, cultural and moral values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life
- promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated
- work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing

4.5 To give support to pupils who require it, according to a clear and appropriate rationale that promotes the Schools aims

Special Educational Needs at St. Christopher's Prep School & Nursery

We are committed to offering all pupils a broad and balanced curriculum to ensure the best possible progress for each child's age and aptitudes. We use principles as detailed in the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2014), the Special Educational Needs and Disability Act (SEND(2001)) and the Equality Act (2010) including the provision of auxiliary aids and services: 'where a disabled pupil would, but for the provision of the auxiliary aid, be put at a substantial disadvantage, [a duty], to take such steps as is reasonable to provide the auxiliary aid as is practicable within the setting, (Equal Opportunities policy).

The school has a clear policy regarding the identification of pupils with special educational needs, as set out in the Special Educational Needs Policy. The SENDCO is responsible for drawing up IEP (Individual Education Plans) in consultation with other staff and arranging SEND provision in class and within a system of withdrawal. If a pupil is judged to be making progress, then their differentiated needs will be supported by the class teacher supplemented by learning support when necessary.

Pupils with existing statements/ Education Health and Care plans (EHC plans) from 1.9.14. In practice this does not occur very often at St. Christopher's Prep School (no new statements are to be embarked on from 1.9.14). In the event that it may happen, the school will provide relevant information to the LEA and action will be taken to fulfil the needs of the child as outlined in the targets identified in the statement/ EHC plan. The school will work with parents and the LEA in any review procedures required.

4.6 To express the curriculum in the form of policies, schemes of work (long term plans), medium and short term planning

Policies are developed following a framework, agreed by staff and approved by governors, which is set out below. Schemes of Work are drawn up by staff teaching each subject to particular age groups. In core subjects this is done in consultation with the subject co-ordinators if appropriate, based on the National Curriculum Programmes of Study. Half termly and weekly plans are drawn up by individual teachers. These should meet the aims, objectives and principles of the school curriculum policy for all lessons, should include ways of assessment, challenge and support and should be derived from the Schemes of Work. Schemes of Work are reviewed regularly and developed in the light of experience and the needs of the School at any given time.

Subject policies generally follow the framework below with some variations to sensibly suit the requirements of individual subjects:

- Objectives
- Principles of Teaching and Learning
- Breadth and Balance
- Variety
- Relevance
- Cross-curricular Skills/themes
- Continuity and Progression
- Assessment
- Recording
- Reporting
- Resource Planning
- Role of the Subject Leader

- Safety if appropriate
- Review
- Future Development
- Computing to support the curriculum

Weekly Planning will clearly set out teaching objectives, success criteria and assessment and highlight opportunities for the evaluation of how effectively pupils have met these objectives.

Planning will:

- incorporate the Early Learning Goals, be based on the National Curriculum Programmes of Study and the agreed schemes of work for Religious Education and foreign modern languages
- set out clear objectives
- summarise what pupils will do and the resources they will need
- show how knowledge and learning can be extended and the work differentiated and how pupils' acquisition of the learning objective for the lesson will be assessed.
- provide opportunities for children to work inside and outside the classroom, in groups, individually, pairs and as a class as appropriate for optimum progress.

4.7 To enrich the curriculum with a programme of extra-curricular activities

Clubs and activities are arranged to extend activities already undertaken as part of the school curriculum or to introduce further skills, hobbies, leisure or sporting activities for the benefit of all pupils - or of pupils of appropriate ages within limits of safety and manageable numbers.

Activities are run both by members of the teaching staff or by peripatetic specialists who are affiliated to the school. Any specialists and any voluntary helpers directly involved with children will be investigated by the Criminal Records Bureau under the School's Child Protection Policy.

School Trips and Visits Appropriate school trips and visits are arranged for each year group to enrich and enhance pupils understanding of the curriculum they follow towards. (There is a separate policy as required by law regarding school outings, trips and visits). **Visitors to School:** We enjoy visits from performance groups, authors, the police, religious and charity groups and others offering opportunities to widen the educational experience of pupils.

Other Activities Music and Speech and Drama lessons are arranged with peripatetic teachers. These usually take place during the school day, including during lesson times, and are undertaken on the understanding that pupils may miss other lessons as a result of their parents' choice to arrange such lessons. The times of individual piano lessons are rotated to avoid pupils missing the same class lesson repeatedly. The costs for individual and small group tuition are met by the parents whose children are involved. Choirs practice each week and involves members of the Upper School.

Clubs and activities are outlined on a termly option sheet along with the availability of peripatetic lessons. Places are subject to availability.

4.8 To use resources appropriately across the curriculum

As part of their monitoring and evaluation, subject specialists and leaders will review the resources available in school during the Summer term and complete a budget request for the following

financial year. Allowances will be approved and finalised by the Head and Director of Finance before new resources and equipment are ordered.

4.9 To improve curriculum provision continuously, through a process of review

With the approval of the Directors, the Head, and in discussion with the Senior Leadership Team, the curriculum development plan (part of the school strategic plan) is discussed and the priorities for curriculum improvement continually monitored. The results from the findings of annual monitoring of teaching and learning and the evaluation of pupils' achievements inform the review process. Parents receive a date list detailing events trips taking place, newsletters, items of news are posted on the St. Christopher's Prep School website.

Appendix 1 Allocation of Timetable to each Subject Area

There are many demands on the School timetable and it is difficult to find enough time for each subject. Teachers are also expected to be flexible with the timetable to suit the needs of extended lessons and to make cross-curricular links between different subjects. Copies of each class timetable are kept on shared folders on a standard format. A guideline for the **minimum** time given to each subject area is as follows:

EYFS:

Allocations of time are agreed at each supervision meeting at the end of each term for the following term.

KS1

Literacy/Numeracy	60 mins per day/per subject on average (this may include short activities like spelling and shared reading)
Science/humanities	60 mins every week per subject
Art & DT	90 mins every week
French	30 mins every week
Drama	30 mins every week
ICT	60 mins every week
Music	60 mins every week
Sports/Games	75 mins every week
Swimming KS1	60 mins every week
PSHEE/RE	60 mins on alternate weeks or half termly
SMSC/Assembly	30 mins every week

KS2

Literacy/Numeracy	60 mins per day/per subject (this may include short activities like spelling and shared reading)
Science/humanities	60 mins every week per subject
PE	60 mins every week
ICT	60 mins every week
Drama	45 mins every week
French	60 mins every week
Music	60 mins every week
Sports	75 mins every week
PSHEE/RE	60 mins on alternate weeks or half termly
SMSC/Assembly	30 mins every week

Appendix 2 – School Values – over a two-year cycle

<p><u>Autumn Term 1: Moral Conduct</u></p> <ul style="list-style-type: none"> • Distinguishing right from wrong • Accepting responsibility for one's own behaviour • Good manners and politeness • Making yourself a role model for others • Respecting rules and laws 	<p><u>Autumn Term 2: Self Esteem</u></p> <ul style="list-style-type: none"> • Self-knowledge – being aware of your own feelings and being in control of them • Self-confidence – feeling good about yourself • Appreciation for one's own cultural heritage • Respecting diversity and other cultures
<p><u>Spring Term 1: Resilience</u></p> <ul style="list-style-type: none"> • Being able to overcome challenges • Being able to bounce back when things don't go according to plan • Staying safe and Healthy • Self-discipline • The importance of self-reflection and self-improvement 	<p><u>Spring Term 2: Communication</u></p> <ul style="list-style-type: none"> • Attention and listening • Speaking about your ideas and understanding • Speaking and listening with friends • Speaking in formal situations • Understanding and discussing the importance of non material aspects of life – spiritual, philosophical and religious.
<p><u>Summer 1: Independent Learning</u></p> <ul style="list-style-type: none"> • Enthusiasm and curiosity • Initiative in learning • Looking after yourself with a good diet and healthy life-style • Dedication, organisation and commitment to study • The value of decision making and calculating risks – to be aware that decisions are important determinants for one's own success 	<p><u>Summer 2: Co-operation</u></p> <ul style="list-style-type: none"> • Working together to solve problems • Working as a team for a shared goal • Contributing to the lives of others • Tolerance towards different traditions and life-styles • The importance of consensus, negotiation and compromise • Democratic values and voting

<p><u>Autumn Term 1: Friendship</u></p> <ul style="list-style-type: none"> • Being helpful • Sticking up for your friend • Supporting them • Listening well • Sharing with them • Being honest • The best things in life aren't things...they're your friends. 	<p><u>Autumn Term 2: Honesty</u></p> <ul style="list-style-type: none"> • Always tell the truth, despite the consequences • Voice your opinion in a kind and thoughtful way • Honesty is always the best policy • To be honest with others you must first be honest with yourself
<p><u>Spring Term 1: Kindness</u></p> <ul style="list-style-type: none"> • being friendly, generous and considerate to others and yourself • being selfless, caring, compassionate and unconditionally kind • You have two hands – one to help yourself and the other one to help others. 	<p><u>Spring Term 2: Trust</u></p> <ul style="list-style-type: none"> • Trust must be earned • Trust builds friendships • Trust builds teams • Trust yourself, you know more than you think
<p><u>Summer Term 1: Courage</u></p> <ul style="list-style-type: none"> • Face your challenges head on • Have courage, stand up for yourself and others • Do not let fear hold you back from exploring new opportunities • Courage will help you accomplish good things 	<p><u>Summer Term 2: Happiness</u></p> <ul style="list-style-type: none"> • Happiness is key to good health • Spending time with loved ones brings happiness • Smile and make others happy • We all achieve more if we are happy