

# THE ARRETON & OAKFIELD FEDERATION

## CURRICULUM STATEMENT

2018 – 2019

COMMITTEE: Learning

AGENDA REFERENCE: 11

DATE APPROVED: 23/11/17

DATE OF REVIEW: November 2018

## INTRODUCTION

As Church of England Schools, our curriculum, like all other aspects of school life, is underpinned by Christian values, (see appendix 1) where we aim to respect, understand and welcome everyone regardless of their background, culture or faith.

Across the Federation, each school has developed a curriculum that covers the requirements of the National Curriculum 2014 and wider curriculum objectives including personal, social and health education. This provides a broad and balanced curriculum for each key stage over a two-year developmental programme of activity. We continually monitor and review the curriculum and make adjustments to ensure it meets the needs of our pupils in an ever-changing world. In RE we follow 'Understanding Christianity' and the parts of Living Difference III, which cover other faiths.

The curriculum has been developed to allow teachers to plan and deliver an exciting and engaging learning experience meeting the needs of all pupils in both schools of the Federation. Our approach aims to enable pupils to develop independent thinking and learning that will give them the skills for life. Where possible we integrate real-life learning experiences that enable them to apply their skills knowledge and understanding in a variety of contexts.

Teaching and learning is matched to pupil need. Expectations of pupils across the Federation are high and we encourage all pupils to be aspirational. Our cross-curricular approach enables pupils to make links between subjects. Specialist teaching in Modern Foreign Languages (MFL), music and computing enhances this.

The English Programme of study is used to compliment the teaching of other subjects and develop literacy skills in a range of contexts, but its fundamental aim is to raise pupil attainment in spoken language, reading, writing, grammar, punctuation and spelling. Mathematics is taught both as a discrete subject, and applied in cross-curricular ways.

The Personal, Social and Health Education (PSHE) curriculum is integrated into themed lessons such as bullying, healthy eating and personal hygiene as well as through cross-curricular activities, residential trips and supported play. Our PSHE is designed to support each pupil in ways, which enable them to make positive, effective choices about their lives. It will include considering how to support their own mental and physical well-being and how to contribute positively as a citizen, including learning about democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. Staff keep updated on things such as the Prevent Agenda and Female Genital Mutilation (FGM) and where appropriate we include age appropriate curriculum work within PSHE.

We value Religious Education (RE) as being fundamental to an understanding of the ways in which we attempt to make sense of life, both through religious beliefs and traditions and through the exploration of their own individual and collective responses to life itself and belief in God. RE takes place throughout the schools, based on the teaching of the Church of England, and following the new Understanding Christianity Scheme and elements of the Hampshire Agreed Syllabus, Living Difference III.

The federation believes in active partnerships between school, pupils and home. We believe that parents are integral to the educational success of their children. Opportunities are made available to strengthen and foster these links through regular invitations to celebrate learning, class led worship and formal consultations between teacher and parent about children's progress. Both schools strive to have active parent groups so that there is an essential parent voice for school policy and organisational development.

This statement needs to be ready in conjunction with the:

- Curriculum planning
- Understanding Christianity Scheme
- Living Difference III
- PSHE Policy
- Single Equality Policy
- Preparing Children for Life in Modern Britain – evidence and impact document
- Class information letters and webpages

#### **APPENDIX 1: CHRISTIAN VALUES:**

##### **OAKFIELD CE (AIDED) PRIMARY SCHOOL**

Christian Values which underpin all we do:

- LOVE
- HOPE
- TRUST
- HONESTY

##### **ARRETON ST GEORGES CE PRIMARY SCHOOL**

Christian Values which underpin all we do:

- HONESTY
- FRIENDSHIP
- PERSEVERANCE

#### **APPENDIX 2: ADDITIONAL SCHOOL SPECIFIC INFORMATION:**

##### **OAKFIELD CE (AIDED) PRIMARY SCHOOL SPECIAL FEATURES**

- We have an amazing outdoor environment and we aim to maximise opportunities for outdoor learning
- Whenever possible we try to engage children in real-life learning – recent projects include: The English Heritage Project, Healthy Eating Programme, Story Telling, Age UK – Intergenerational Project, Water Safety at UKSA, Fire Safety with The Fire & Rescue Service, Allotment Project
- We have a sensory room and nurture suite and alternative provision unit which offer additional resources for children with additional social, emotional and mental health needs but can also be accessed by all children

##### **ARRETON ST GEORGES CE PRIMARY SCHOOL SPECIAL FEATURES**

- We are a school set in an area of outstanding beauty, which is just below Arreton Downs; we have developed our outdoor environment recently with the addition of new outdoor shelter and play space.
- We have supportive parents and carers who get involved in a range of school initiatives and events and recently they have supported the school in developing a new library space.
- Whenever possible, we try to link our curriculum to real-life outcomes and celebrations of learning, recent events include Mardis Gras and Gardens in Bloom.
- We value the whole child and encourage our children to participate in a range of after school clubs and participating in island events such as the Country Dancing Festival.