



## Discovery Primary Academy

### Curriculum Policy

#### **Purpose**

The purpose of this policy is to describe our practice in the foundation subjects and the principles upon which this is based.

#### **Principles and values**

The National Curriculum is delivered at Discovery Primary Academy using a subject specific approach. The National Curriculum is the basis to ensure coverage and progression throughout the academy. The curriculum is underpinned by the Academy's Core Values (determination, confidence, aspiration, kindness and responsibility) and these are taught through other areas in the curriculum, including assemblies. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

The Foundation Subject Curriculum is clearly mapped out. Learning is built upon previous knowledge, experiences and skills. Key concepts have been identified that run vertically and horizontally through the curriculum. The teaching of the Foundation Curriculum is based on Rosenshine's principles. These are:

- Daily review
- New Materials in small steps
- Ask questions
- Provide models
- Guide student practice
- Check student understanding
- Obtain high success rates
- Scaffolds for different tasks
- Independent practice
- Weekly and monthly review

Our planning format supports our pedagogy and approach to each Foundation Subject. In each lesson, children answer a 'big question'. Knowledge Organisers show the children what they will learn in a unit and the vocabulary they should acquire and use. Knowledge is adapted to meet the needs of different learners. Knowledge Organisers are used to recap and review prior learning to help children commit important knowledge to their long term memory.

Throughout each lesson, we also use our Success For All approach to learning. This allows all children to develop **Co-operative Learning skills** which in turn helps to support the effectiveness of their learning. We believe that all children can be **expert**



**learners.** We help children develop a positive 'can do' approach that enables them not to set fixed limits on their learning potential.

We aim to ensure that **deep** learning can be applied in a range of different curriculum areas. This enables children to **master** the requirements of the curriculum. We focus on learning approaches that require children to apply their skills and knowledge through problem solving and analytical thinking.

We also place a great deal of emphasis on developing vocabulary and using full sentences. We recognise that weaker communication skills predict poor life chances and that the vocabulary children have aged 5 is a strong indicator of success at GCSE level. Many of the children who join our school, including the most vulnerable, are 'word poor': they have speech and language skills significantly lower than those expected for their chronological age. We are determined to create better life chances for our children than their oracy skills - upon joining our school – predict. Through explicit and rigorous teaching of vocabulary across the curriculum, as well as opportunities within every lesson to develop their spoken language skills, we endeavour to address and close the 'language gap'.

## **History at Discovery**

### **Intent**

The value that Discovery Primary Academy places upon History can be seen as soon as you enter the building; historical murals are on display in the atrium, each year group is named after a period in History and then each classroom is named accordingly.

Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through History can influence their decisions about personal choices, attitudes and values.

### **Implementation**

At the start of every academic year, each year group learns about the period of History that their classes are named after.

Knowledge organisers have been written for each unit and have been adapted to identify the core knowledge that pupils who are NTE or SEND should acquire and an aspirational section that extends the knowledge that more able pupils should acquire.

History is taught at DPA in a block of lessons on a termly basis, using the key concepts from the Big Ideas document. Every lesson starts with a chronology section which builds upon the previous unit or lesson. As part of our Cultural Capital, Tier 2



and 3 vocabulary is taught as part of every lesson; visual support is given to pupils who are NTE or have SEND to ensure access. Lessons begin with a question that all pupils should be able to answer by the end; the unit culminates in an independent activity/task that assesses the children's knowledge and understanding. Class teachers use this information to RAG rate the unit's knowledge organiser to enable them to address areas for development throughout the rest of the year. The subject leader has an overview as they also receive a copy of the RAG rated knowledge organisers.

The key concepts and big questions are revisited throughout the year to ensure that pupils' knowledge and understanding is committed to their long-term memory.

## **Impact**

At the end of each unit, we expect that children will be able to:

- use the tier one and two vocabulary correctly and in context
- answer each of the questions posed at the start of every lesson
- answer the final big question
- make links between units taught that year and in previous years
- make links between key historical concepts and concepts taught in other subjects

By the time pupils leave the academy at the end of Year 6, it is our intention that they will have a secure chronological understanding and a good grasp of four key concepts:

- cause and consequence
- continuity and change
- similarity, difference & significance
- perspectives

## **Geography at Discovery**

### **Intent**

At Discovery Primary Academy, our Geography curriculum is designed to ignite children's curiosity about the world around them. We are determined that alongside geographical knowledge there will be a high focus on the development of specific geographical skills through discrete Geography lessons to ensure children know more, can do more and remember more.

The teaching of Geography in our academy is intended to equip pupils to ask questions about the wider world around them, analyse evidence and statistics, think critically, and develop informed judgements so that they know more and remember more.



Geography is delivered as a discrete subject and wherever possible cross curricular links are exploited, particularly links with British Values, our values based learning and SMSC. However, teachers make it explicit to the children that they are learning geographical skills and encourage them to think like 'geographers.' This is enhanced by the addition of "Working Geographically" slides to inform children of the skills they will be learning.

Our Geography curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring themes. Progression is planned in knowledge, skills and vocabulary so that pupils by the end of year 6 have the cultural capital to be successful in Geography in their secondary school. The Big Ideas document highlights key concepts which flow throughout and carefully builds on prior learning so that children can make sense of the subject.

Individual sessions are planned to inspire, engage and challenge pupils in response to their needs. Children are given a wide variety of experiences both in the classroom and out. We encourage children to understand the importance of outdoor learning in order to build a natural curiosity about the world they live in and how it works around them. Pupils are encouraged to think like geographers and develop their skills such as interpreting maps, reading a compass, collecting and analysing data as evidence and communicating geographical information in a variety of ways.

### **Implementation**

Knowledge organisers have been written for each unit and have been adapted to identify the core knowledge that pupils who are NTE or SEND should acquire and an aspirational section that extends the knowledge that more able pupils should acquire.

During lessons, classes have a daily review activity to recap previous learning and vocabulary. This might be posed as a question or rapid recall. During lessons children are exposed to geography specific vocabulary and taught these through repetition and meaningful use. Opportunities are planned to study various countries and processes around the world and compare and contrast them to one another to deepen children's understanding and sense of scale. Knowledge organisers are available constantly so that children have access to key language and meanings, in order to help them understand and readily apply this knowledge to their written, mathematical and verbal communication skills, in a purposeful context. All new learning and skills are introduced in small steps with specific guided practice and opportunity for children to have a period of supported practice. Teachers provide a range of questions throughout to encourage thought and a deeper level of understanding.

At Discovery Primary Academy, our Geography Curriculum is enhanced through local walks, which are planned to allow children to make connections between STEM



curriculum areas and Geography. In order to do this successfully, children will be provided with local maps which will enable them to navigate and apply their geographical skills when accessing the local area.

Geography is assessed through teacher judgement using ongoing formative assessment. This is used to RAG rate the unit's knowledge organiser to enable the teacher to address areas for development throughout the rest of the year. The subject leader has an overview as they also receive a copy of the RAG rated knowledge organisers. At the end of each unit, children will partake in an assessment to inform the teacher of skills and knowledge learnt. These assessments are offered in a variety of ways, whether it be a written or practical task, to allow the children to embed what they have learnt.

### **Impact**

Children will retain knowledge that is vital to Geography within a real-life context and they will have a very good understanding of the world around them and how it has been shaped by physical and human geography. Geography is monitored by the subject leader throughout all year groups using a variety of strategies such as book and planning looks, lesson observations, staff discussions and will involve pupil interviews. Feedback is given to teachers and leaders using the information to see if the children know more and remember more.

By the time pupils leave the academy at the end of Year 6, it is our intention that they will have a secure geographical understanding and a good grasp of three key concepts:

- Space, place and scale
- Human and physical processes
- Interdependence and patterns

### **Science at Discovery**

#### **Intent**

The 2014 National Curriculum for Science aims to ensure that all children:

- 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 skills required to understand the uses and implications of science, today and for the future. We understand that it is important for lessons to have a skills-based focus, and that the knowledge can be taught through this.



At Discovery Primary Academy, we encourage children to be inquisitive throughout their time at the academy. The science curriculum inspires a healthy curiosity in children about our universe and promotes respect for the environment. We believe Science should promote the acquisition of knowledge, concepts, skills and positive attitudes through the key knowledge that has been identified within each unit and across each year group. Throughout our academy, children are encouraged to develop and use a range of working scientific skills including questioning, researching and observing for ourselves. We promote and celebrate these skills. We ensure our Science Curriculum builds and develops throughout the children's time at the school.

## **Implementation**

To ensure high standards of teaching and learning in Science, we implement a curriculum that is progressive throughout the academy and builds on prior knowledge. Planning for Science is a process in which all teachers ensure that the academy gives full coverage of the 2014 National Curriculum programmes of study for Science and Understanding of the World in the Early Years Foundation Stage.

Science is taught in planned and arranged topic blocks. This is a strategy to enable the achievement of a greater depth of knowledge. At the start of each topic, teachers take time to review prior knowledge either from the previous topic or year groups. This allows our teachers to identify any misconceptions that the children may have and adapt the learning where necessary. Knowledge organisers are displayed from previous units that have been taught in order to support the review of knowledge. We have recognised that sometimes our children lack experiences and cultural capital, so we ensure that our lessons are accessible and engaging. Therefore, encouraging the children to have self-belief and higher expectations. A key part of all lessons is vocabulary. Key scientific language is modelled throughout lessons enabling our children to be familiar with and use vocabulary accurately. Links to scientific skills are explicit and children are shown which aspects they are going to be working on during a lesson. Symbols are used to support this to make the learning visual. Where possible, teachers are also encouraged to plan trips and visitors to enhance our children's learning experience.

## **Impact**

Our Science Curriculum is high quality, well thought out and is planned to demonstrate and ensure the progression of knowledge, concepts and skills. Therefore, providing children with the foundations and knowledge for understanding the world around them. We provide children with first-hand experiences to develop their cultural capital. We promote high expectations and positive role models within the field of Science through inviting professionals into the academy. This exposure allows children to feel that they are scientists and capable of achieving. Within lessons, children will work collaboratively and practically to investigate and experiment. Children at Discovery Primary Academy overwhelmingly enjoy Science and this results in motivated learners with sound scientific understanding.

By the time pupils leave the academy at the end of Year 6, it is our intention that they will have a secure scientific skills and understanding and a good grasp of five key concepts:



- Cause and Effect
- Similarity and Difference
- Change
- Structure and Functions
- Systems

## **Design and Technology at Discovery**

### **Intent**

At Discovery Primary Academy, our Design & Technology Curriculum has been created with the aim to deliver inspiring lessons that provide the children with a variety of life skills as well as encouraging creativity, critical thinking and innovation. We provide varied learning opportunities which aim to develop not only children's technical skill in Design & Technology; but also, to develop their wider knowledge of product design and their ability to apply complex vocabulary accurately. The children learn how to be designers through purposeful projects that provide true to life experiences.

Our Design & Technology Curriculum covers all the skills and technical knowledge outlined in the national curriculum through meaningful units of work that encourage the children to challenge themselves. Teachers use the Design Technology Association's "Projects on a page" to inform their planning. Our big ideas document outlines when each year group is completing a specific unit of work and reflects how each element of Design & Technology is covered throughout the year groups. Progression grids are used in order to ensure knowledge, skills and vocabulary build year on year. We also ensure that we are providing opportunities to revisit skills taught in previous years to embed their learning and deepen their understanding of certain skills or concepts.

### **Implementation**

Lessons are planned and delivered to reflect Rosenshine's "principles of instruction". We begin with a daily review activity which acts as a recap for prior knowledge and can help to strengthen previous learning. New information is then presented in small and simple steps, after which pupils are provided time to practise. This supports working memory. Teachers pose carefully considered questions in order to check understanding, dispel misconceptions and connect new material to their prior learning. Teachers will then provide clear models to demonstrate concepts to pupils and use thinking aloud strategies to cognitively support learners and children are given ample time to rehearse their learning and complete guided tasks before completing an independent task. Children are given a project brief to guide their learning. From this they agree upon some design criteria for their product, explore existing products and design their own product to make.

### **In Key Stage 1:**

Through meaningful and practical activities, the children learn how to design and make functional and appealing products. They are taught how to safely use a variety of tools, express themselves during the design process and evaluate both the process and the outcome. We ensure that the projects have a purpose and can have a 'real-world'



application. For example, in Year 1, the children learn about mechanisms by exploring different toys and comparing modern day toys to toys from the past. They then are challenged to create their own pop-up toys that could be sold in our own school shop.

### **In Key Stage 2:**

Within key stage 2, we ensure that the learning is just as practical and meaningful. As well as this key events and individuals that have influenced the world of Design & Technology are covered in more depth and sophistication to ensure children can observe the wider context of Design & Technology. The use of computer programmes and applications are also a key focus to be utilised by children in their design of their products.

### **Food Technology:**

At Discovery, we have increased the number of food technology lessons being taught. This is in order to reflect the diversity of foods eaten by various different cultures, as well as to truly highlight the importance of healthy eating and teach vital life skills to the children from our community. The children will learn all about how their food comes from, experience a wide range of new foods from different cultures, how to stay safe in the kitchen and how to prepare and cook a variety of different foods.

### **Impact**

Teachers continually assess children in Design & Technology lessons. The progression grid document is used as a reference for what practical skills, knowledge and vocabulary children should know by the end of each year group. This

assessment is then used to inform differentiation, support and challenge required by the children.

Design & Technology is also monitored by the subject leader throughout the year in the form of book monitoring, lesson observations and pupil interviews to discuss their learning and establish what children know and can remember once a unit of work has been completed.

We believe that the impact of a meaningful, enriching design technology curriculum that imparts well rounded, academic, cultural and learning is that we will support children in becoming well-rounded, global citizens with a rich cultural capital.

By the time pupils leave the academy at the end of Year 6, it is our intention that they will have a secure understanding of the design process and a good grasp of seven key concepts:

- User
- Purpose





- Design Decision
- Functionality
- Innovation
- Authenticity
- Nutrition

## **Computing at Discovery**

### **Intent**

At Discovery Primary Academy, we recognise that children are living within an increasingly technological world and aim to provide them with the vital skills and knowledge to be confident in this area. We ensure that children are exposed to a progressive computing curriculum in which they can demonstrate an understanding of the skills, knowledge and vocabulary relevant to their age that additionally allows them to revisit the skills and knowledge they have learned through their prior years. This is achieved using the carefully developed 'Big Ideas' document that allows staff to identify what has been taught prior/next in order to maximise pupil progress. We use a 'home-made' curriculum to meet the aims of the National Curriculum. Within the Early Years, children are provided with early experiences of technology through having opportunities to handle technology purposefully such as; iPads and interactive screens as a vector to deliver basic technology handling skills. As children leave primary school, we aim for children to transfer this knowledge and have the confidence to implement these skills in everyday situations.

### **Implementation**

Every class has a timetabled opportunity to use IT and a class set of iPads. Computing is a cross-curricular subject with children having the opportunity to further develop their computing skills across other subjects. We encourage staff to incorporate technology throughout the wider curriculum and use these skills to research and present writing in a variety of ways. Each class has access to SMART boards and teaching is delivered using this technology heavily on a day-to-day basis. Skills are covered through a thematic programme to ensure that children are taught the appropriate skills to support their development.

In Key Stage 1, children are beginning to develop their computing skills through using a range of technology such as Bee Bots, Computers and iPads. To encourage children to recognise the value of using technology we teach competence, confidence and creativity. Children develop their skills to navigate around a computer and use a range of Microsoft programmes to copy and paste images and insert text boxes. The use of the internet to search images is incorporated alongside internet safety to reinforce the importance to a safe and secure learning environment.

In Key Stage 2, children build upon previous skills and apply these to a variety of different situations. The use of various apps provide opportunities for children to apply their skills in a variety of contexts. They continue to deepen their



understanding of how technology exists as a tool to scaffold and extend their wider learning.

### **Impact**

Staff frequently monitor the attainment of children using the National Curriculum statements and use this to adjust their teaching. The subject leader supports staff in delivering the curriculum through regular discussions and training. The subject leader monitors how the curriculum is being taught through work scrutinies and pupil interviews where children can articulate and demonstrate the skills they have been taught across the curriculum.

By the time pupils leave the academy at the end of Year 6, it is our intention that they will have a secure understanding in computing and a good grasp of five key concepts:

- Productivity
- Coding
- Digital Art
- Finding Similarity and Difference
- Safety

### **E-Safety at Discovery**

#### **Intent**

At Discovery Primary Academy, we recognise that children are living within an increasingly technological world and aim to provide them with the vital skills and knowledge to be confident in this area. We ensure that children are exposed to a progressive e-safety curriculum in which they can demonstrate an understanding of the skills, knowledge, and vocabulary relevant to their age that additionally allows them to revisit the skills and knowledge they have learned through their prior years.

This is achieved using the carefully developed 'Big Ideas' document that allows staff to identify what has been/will be taught prior/next in order to maximise pupil progress. We use a combination of outside sources to construct our curriculum to meet the aims of the National Curriculum.

#### **Implementation**

Every key stage class in school begins their year with a long e-safety topic which forms the bedrock of their knowledge. This is then added to at the beginning of each half term. Content is delivered in an order which maximises the opportunity for children to be well prepared for their age-group's needs while not being overwhelmed.

In Key Stage 1, children are beginning to develop their e-safety knowledge using 'Dizzy Duck' and 'CEOPs' resources. In Key Stage 2, children move on to Google's 'Be internet awesome' and Interland' content.

#### **Impact**



Staff frequently monitor the attainment of children using the National Curriculum statements and use this to adjust their teaching. The subject leader supports staff in delivering the curriculum through regular discussions and training. The subject leader monitors how the curriculum is being taught through pupil interviews where children can articulate their knowledge of e-safety with a particular focus on how children can maintain their own safety and how they can support the safety of their friends and family.

## **Art**

### **Intent**

Art is planned as a discrete subject throughout school. Within the Early Years, Art is taught through planned focused activities and continuous provision. Within Key Stage 1 and 2, Art is planned following the National Curriculum and against the outlined learning objectives. The key objectives and concepts are set out using our curriculum overview, ensuring all skills and knowledge are covered. Using key skills planning sheets and Big Ideas in Art documents, teachers plan and build on skills and concepts previously taught and ensure that skills, knowledge and vocabulary are embedded and extended, using Rosenshine's principles. Through a consistent approach to teaching, staff ensure the children are able to retain information and use skills confidently within their work. Cross-curricular links are made where they are purposeful and enhance the children's understanding of other curricular areas. Knowledge Organisers have been created, so that all lessons are taught consistently.

### **Implementation**

Yearly curriculum overviews ensure full coverage of the learning objectives outlined in the National Curriculum. Knowledge, skills, key concepts and vocabulary are carefully planned to ensure that lessons are taught sequentially and therefore embed the children's knowledge, skills and recall of key vocabulary. Lessons review previously taught skills and provide the children with the opportunities to explore and develop their own use of the media and techniques introduced, through sketchbook work. As skills and knowledge are embedded the children work towards using these within a main piece at the end of a unit.

### **Impact**

Children develop a range of art skills and are able to use a wide variety of art media with increasing confidence. They have a good understanding of the subject specific vocabulary used when reflecting and talking about art and their sketchbooks show development in their use and application of different media. Children gain confidence responding to artwork and voicing their ideas. They see art as a process



and are able to use skills and knowledge taught to inform their work. Pupil voice is gathered through subject monitoring and lessons are observed with a key focus identified. Subject leaders are able to support staff in their planning and feedback to staff to further develop areas of the curriculum. Throughout our school, the artwork produced is proudly displayed reinforcing the value and importance of art within our school. Children's work clearly highlights the understanding and skills gained through their focused work, showing a clear progression in skills throughout individual year groups.

By the time pupils leave the academy at the end of Year 6, it is our intention that they will have a secure understanding and a good grasp of seven key concepts:

- Colour
- Shape
- Texture
- Tone
- Line
- Form
- Space

## **Music at Discovery**

### **Intent**

At Discovery Primary Academy, our intent is to provide opportunities for all children to create, play, perform and enjoy music, to develop skills and appreciate a wide variety of musical forms. Across the school, they will learn about the same musical concepts through different musical activities which will enable them to develop a secure, deeper learning and mastery of musical skills.

- Encourage our children's understanding and enjoyment of music through an active involvement in listening, composing and performing.
- Provide the opportunity for children to develop their individual skills, sharing and cooperative learning experiences.
- Help children to develop an awareness of musical traditions and developments from a variety of cultures.
- Build up the confidence of all children by encouraging children to participate in a variety of musical experiences.

### **Implementation**

The implementation of the Music Curriculum at Discovery Primary Academy is delivered predominantly through the specialist music program, which is designed specifically for the teaching of music in primary schools. Lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and



apply their understanding. A dedicated, specialist teacher produces inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning.

Children are taught to recognise the musical elements of pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure. Children are taught to make music together, to understand musical notation and to compose pieces. The children will learn how to play the recorder, xylophone and a variety of percussion instruments, as well as performing using body percussion and vocal sounds. They are also taught to sing and play in time, controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

Discovery Primary Academy also offers private tuition and a range of extra-curricular music activities to enrich children's love and learning of music.

### **Impact**

Through the child's journey at Discovery Primary Academy, their musical skills and understanding are built on year on year, from singing simple songs from memory and performing simple rhythm patterns in KS1, to more advanced techniques and skills, and understanding in lower KS2, further developing in upper KS2 where the children are able to play an instrument confidently, and have the ability to read and follow a simple musical score. Throughout all of this the child's enjoyment of music is a key element, running alongside the 'taught' musical skills and objectives. We want our children to become musical, creative pupils.

By the time pupils leave the academy at the end of Year 6, it is our intention that they will have a secure skills and understanding and a good grasp of nine key concepts:

- Pulse
- Pitch
- Tempo
- Rhythm
- Timbre
- Dynamics
- Structure
- Notation
- Texture

### **PSHE at Discovery**

#### **Intent**

At Discovery Primary Academy, our intent is to build a PSHE curriculum which develops learning, and results in the acquisition of knowledge and skills to enable children to become healthier, more independent and more responsible members of society. We are aware that the delivered curriculum must reflect the needs of our pupils. We build on the statutory content already outlined in statutory guidance and follow the Cambridgeshire PSHE Service 'Primary Personal Development



Programme' scheme of work to provide consistency throughout our academy, support staff with subject knowledge and reduce teacher workload.

Teaching and learning in the classroom should show progression across all Key Stages within the PSHE core themes: Myself and My Relationships; Citizenship; Healthy and Safer Lifestyles and Economic Well Being. The Progression of teaching and learning about LGBT+ families, identities and relationships is set out in the Big Ideas for PSHE. The Big Ideas for PSHE also shows the Key Concepts and Big Questions chosen for each unit of work.

The Big Ideas show how each phase builds on the vocabulary, knowledge and skills taught in the previous years to allow children to acquire further knowledge, know more and remember more.

We expect teachers to equip pupils with an age-appropriate, sound understanding of risk, with the knowledge and skills necessary to make safe and informed decisions and to recognise the importance of their own mental health and well-being. This includes e-Safety which is taught alongside our computing curriculum. Our PSHE curriculum will incorporate an age appropriate understanding of SRE, as set out in the statutory guidance, enabling all children to be safe and to understand and develop healthy relationships both now and in their future lives.

## **Implementation**

We strive to provide our children with learning opportunities across and beyond the curriculum to meet statutory PSHE and citizenship requirements. Lessons are planned and delivered to reflect Rosenshine's "principles of instruction". We begin with a review activity to recap for prior knowledge and to strengthen previous learning. New information is then presented in small and simple steps, after which pupils are provided time to practise. This supports working memory. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events, or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police, and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community. PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

## **Impact**

All children will understand the importance of PSHE, RE, SMSC and British Values and the effects it can have on life in and out of school. This will be evident through termly pupil voice, the PSHE knowledge organisers RAG rated by teachers and monitoring by the curriculum leader.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise



aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility.

By the time they leave our academy, personal, social and health education (PSHE) enables our learners to become healthy, independent and responsible members of a society. It helps them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children both about their rights and about their responsibilities.

By the time pupils leave the academy at the end of Year 6, it is our intention that they will have a secure skills and understanding and a good grasp of four key concepts:

- Myself and my relationships
- Healthier and Safer Lifestyles
- Citizenship
- Economic well-being

## **Sex and Relationships Education at Discovery**

### **Intent**

At Discovery Primary Academy, we deliver the SRE ( sex and relationships education) curriculum by ensuring that our pupils' needs and our community is reflected in the curriculum we teach. We believe that the purpose of SRE education is to build, where appropriate, on the statutory content already outlined in the National Curriculum, our comprehensive PSHE curriculum and with the considerations of our parental community firmly in mind. Our Sex and Relationships Education curriculum is derived to build upon pupils' prior knowledge and readiness for new knowledge, set at an age-appropriate level. Teachers plan and deliver the content of the SRE curriculum following the yearly overview taken from the Cambs PSHE Service Framework grid, paying particular attention to the progression in vocabulary pupils are taught to use. Each phase builds progressively to ensure pupils receive a well-rounded curriculum, ensuring pupils' learning is pertinent and retained.

### **Implementation**

The SRE curriculum is woven into other subject areas in order to ensure the curriculum complements other subjects including science, R.E., SMSC, British Values and PSHE. The curriculum progresses through a series of units which provide pupils' with the essential knowledge and skills in order to make well informed decisions at every stage of their journey growing up. Class teachers expose pupils to the vocabulary to be taught in regular reviews to ensure this becomes retained and effectively applied in discussion. During lesson times, children partake in partner /



collaborative learning where children learn to talk and discuss their ideas. When delivering the Sex Education aspect of the curriculum, children are reminded of the safe space we are working in and can ask questions in anonymity to ensure all pupils can learn in a safe and positive environment. The curriculum is further enhanced by conducting regular assemblies which follow key themes throughout the academic year, visits into school by professionals including School Nursing, the Police Force to talk about keeping safe online, drugs and alcohol awareness, and charity workers/volunteers.

### **Impact**

We measure the impact of our SRE curriculum through conducting pupil voice and through the PSHE knowledge organisers RAG rated by teachers. This is collected at a range of ages, often by our SRE leader or pastoral staff in school. We keep parents well informed and teachers up to date with training to ensure that our curriculum is purposeful and a good fit for our children and the community in which we serve.

## **PE at Discovery Primary Academy**

### **Intent**

Discovery Primary Academy believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We want to teach children skills for life such as being able to swim, how to cooperate and collaborate with others as part of an effective team, to understand the fairness and equity of play and to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at our academy.

### **Implementation**

The long-term plan at Discovery Primary Academy sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. We provide challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance and outdoor & adventure (swimming lessons are offered to children in Years 5 and 6 each year.)

In addition to our taught curriculum, children are encouraged to participate in the varied range of extra-curricular activities at lunchtime and after school. Children are invited to attend competitive sporting events within the local area. We have an inclusive approach to our team selection in order to positively engage as many children in sport as possible, giving consideration to both mental and physical wellbeing.

### **Impact**

We help motivate children to participate in a variety of sports through quality first teaching. We encourage our children to learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We





provide teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills.

## **Equal opportunity**

We recognise that in all classes, children have a wide range of abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors; classroom organisation, teaching materials, teaching style, adaptation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the children's needs.

We enable all pupils to have access to the full range of activities involved in the foundation subjects. We are committed to providing a sufficiently challenging curriculum for all pupils. Our vision is to provide 'Opportunities for All'.

Where children are to participate in activities outside the classroom (a trip to a science museum, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **Resources**

We have ample resources for all the teaching units in school. However, we strive to provide the best resources for the children and will always search to improve the resources being provided.

## **Assessment**

Assessment is an integral part of teaching and learning at Discovery Primary Academy.

Each lesson begins with a **Daily Review**. This an opportunity to assess the learning that took place in the last lesson and earlier in the unit. It is used to inform teaching and to support teachers in making adaptations to the lesson to meet the learning needs of their children.

Following whole class teaching, in which **New Material is introduced in Small Steps** and children are supported through **Guided Practise**, teachers **Check Pupil Understanding**. This is another assessment opportunity which teachers use to



inform who will work as part of an adult guided group and to determine which pupils may require **Scaffolds** or further extension.

At the end of each unit, children take part in a task to assess the skills and knowledge that they have learned and developed. It provides an opportunity to assess pupils' understanding within key concepts. Teachers use this as an opportunity to identify children who would benefit from support.

Knowledge Organisers are RAG rated at the end of a unit so that teachers can assess how well new knowledge and skills have been understood and secured. This ensures that class teachers can identify and address areas for development. It also gives subject leaders an overview of the learning in their subject and can support adaptations, as necessary, to the overall curriculum design.

Discovery Primary Academy has a spiral curriculum in which children return to key concepts, building knowledge and making connections, across the Foundation Stage, Key Stage 1 and Key Stage 2. Each time a concept is revisited, this provides an opportunity to reassess the children's understanding so that this knowledge can be used formatively.

### **Monitoring and evaluation**

The monitoring of the standards of the children's work and of the quality of teaching in the Foundation Subjects is the responsibility of the subject leader and Senior Leadership Team. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for their subject in the school. Subject Leaders complete vital tasks such as reviewing samples of children's work; speaking to children and staff about learning, visiting classes to observe teaching, monitoring planning and evaluating standards of teaching and learning.

Policy to be updated Autumn 2023