



## **Curriculum Policy for Non-Core Subjects**

This policy represents the agreed principles for the teaching of Art and Design, Computing, Design and Technology, Geography, History, Languages, Music, PSHE, Physical Education and Religious Education throughout the school. The governors and all the teachers representing the Early Years Foundation Stage, Key stage 1 and Key stage 2 have agreed this policy.

At Shepherd Primary School, we celebrate the cultural backgrounds of our school community, whilst also promoting and upholding British Values. Democracy, the rule of law, individual liberty, mutual respect and tolerance are taught throughout the curriculum alongside our own school Core Values.

### **School Aims:**

Our aims for the school are based on our agreed values and inform our vision for the school. These are:

- Learn and grow together within a safe, caring and happy environment
- Continually encourage achievement in all aspects of school life
- Motivate all children with a broad and challenging curriculum
- Treat everyone with honesty, respect and tolerance
- Ensure opportunities for all by providing equal access to learning

## **1 Aims and objectives**

### **1.1 Art and Design**

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques

- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

### **1.2 Computing**

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

### **1.3 Design and Technology**

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users

- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

#### 1.4 **Geography**

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

#### 1.5 **History**

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

#### 1.6 **Languages**

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

- discover and develop an appreciation of a range of writing in the language studied

## 1.7 Music

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

## 1.8 Personal Social Health Economic education (PSHE)

PSHE is a non-statutory subject.

The Government advises that schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

## 1.9 Physical Education

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

## 2.0 Religious Education (RE)

RE is a non-statutory subject.

The Hertfordshire Agreed Syllabus of Religious Education aims to ensure that all pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.

### A. Sources of wisdom and their impact

All pupils should:

- know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
- express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities
- recognise and explore the diversity which exists within and between religious traditions

### B. Personal and critical responses

All pupils should:

- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues
- engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility
- develop the skills required to engage with others in dialogue and to cooperate in society with

respect and compassion

### **3 Teaching and learning style**

- 3.1 Shepherd Primary School uses a variety of teaching and learning styles to deliver non-core subjects. The principal aim is to develop pupils' knowledge, skills and understanding and ensure that all pupils apply their knowledge and understanding during all lessons. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, pupils are given the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Pupils are encouraged to talk to their partners to share ideas about their learning as well as recording their learning in their books or on paper.
- 3.2 In all classes, there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:
- setting common tasks that are open-ended and can have a variety of results
  - setting tasks of increasing difficulty where not all children complete all tasks
  - grouping children by ability, and setting different tasks for each group
  - providing a range of challenges through the provision of different resources
  - using additional adults to support the work of individual children or small groups

### **4 Planning for Non-Core Curriculum Subjects**

- 4.1 All teachers use the National Curriculum subject programmes of study as the basis for its curriculum planning.
- 4.2 Teachers have to firstly produce a Long Term Plan (LTP) for each non-core subject taught, in order to map out the units covered in each term by each year group. The development of knowledge and skills taught across each year group is made explicit in this document.
- 4.3 From this LTP, a Medium Term Plan (MTP) is then produced for every non-core subject for each unit of work taught; teachers are encouraged to ensure that their planning links in to their creative curriculum topic for that term. Each MTP gives details of the learning objectives, steps to success and planned activities for each lesson – this ensures that teachers are planning an appropriate balance and distribution of work across each term.
- 4.4 In all non-core subjects, teachers plan in order to build on the prior learning of pupils. Pupils of all ability are given the opportunity to develop their skills, knowledge and understanding. Progression across the school is carefully planned in order to ensure that our pupils learn new skills and are increasingly challenged as they move through the school.

### **5 The Early Years Foundation Stage**

- 5.1 We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Development Matters Statements. These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in design and technology. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.

- 5.2 We provide a range of experiences that encourage exploration, observation, problem-solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

## **6 Cross-curricular links to other subjects**

- 6.1 Wherever possible, cross-curricular links are made between subjects with a particular emphasis on writing and mathematical skills being linked to all other subjects whenever possible.

## **7 Inclusion**

- 7.1 At our school, we teach all subjects to all children, whatever their ability and individual needs. We provide a balanced education to all children and we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are most able, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs (SEN), SEN Information Report, SEND Offer, Equality Scheme, Equality Scheme Summary; Most Able and Talented, English as an Additional Language (EAL), Inclusion, Racial Equality.
- 7.2 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, differentiation – 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 Age Related Expectations. This helps to ensure that our teaching is matched to each child's needs.
- 7.3 Intervention through SEN Support will lead to the creation of an Individual Provision Plan (IPP) for children with special educational needs. The IPP may include, as appropriate, specific targets relating to one of the non-core subjects.
- 7.4 We enable pupils to have access to the full range of activities involved in all non-core subjects. Where children are to participate in activities outside the classroom e.g. by taking part in a museum or on a factory trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **8 Assessment for learning**

- 8.1 Teachers assess children's work in all non-core subjects by making assessments as they observe them working during lessons, mark written work at the end of the lesson and listen to pupils' responses during the lesson. They record the progress that children make by assessing the children's work against the learning objectives for each lesson. All pupils are encouraged to make judgements on ways in which their work can be improved. Parents/carers are informed about their child's progress in each non-core subject in the end of year report sent home every year. For each non-core subject they will be informed as to whether their child is working either below, at or above Age Related Expectations (ARE). Each teacher passes whole class and individual pupils progress information for each non-core subject area on to the next teacher at the end of each year.
- 8.2 Every non-core subject leader keeps evidence of pupils' planning and work in their subject leader file.

## **9 Resources**

- 9.1 Our school has a wide range of resources to support the teaching of all non-core subjects. Resources are kept either in classrooms or in the PPA room and are clearly labelled. Resources for Science and Computing are kept in a separate cupboard next to

the reprographics room. Shared resources for each subject are regularly updated by subject leaders and stored on our shared staff drive in the following location:  
T:\National Curriculum 2014

## **10 Sustainability**

10.1 Through our work towards the Sustainable Schools Award, Shepherd Primary School is committed to being environmentally sustainable and educating our children and wider school community about sustainability for the future. In moving towards being sustainable, we are attempting to reduce our ecological footprint or to tread more lightly on the Earth. This equates to reducing the amount of resources we use and buy, the waste we produce and the emissions we produce. Class teachers plan to teach children about sustainability issues where appropriate and relevant.

## **11 Monitoring**

- 11.1 The coordination and planning of all non-core subjects is the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in their subject and by providing a strategic lead and direction for this subject in the school
  - gives the Headteacher an annual summary report which evaluates the strengths and weaknesses in their non-core subject and indicates areas for further improvement
  - uses specially allocated regular management time to review evidence of pupils' work, and to observe lessons across the school
  - carries out work sampling and pupil voice with the governors