



# **FERNDOWN FIRST SCHOOL CURRICULUM POLICY January 2015**



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## CURRICULUM POLICY

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# Ferndown First School

## CURRICULUM POLICY

### Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and are expected to behave.

## AIMS

### Aims

Our curriculum is designed to meet the individual needs of the children. We want our curriculum to develop and stretch the children and excite their imagination. We want all of our children to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safely, healthy and fulfilling lives
- Responsible citizens who uphold the British Values and make a positive contribution to society and the local community.

Further aims include

- to teach children the basic skills of literacy, numeracy, science and ICT
- to enable children to be creative and to develop their own thinking
- to enable children to recognise and utilise their own best learning style
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- to fulfill all the requirements of the National Curriculum and the Dorset Agreed Syllabus for Religious Education

## VALUES (INCLUDING BRITISH VALUES)

Our school curriculum is also underpinned by our whole school **CARE** values. These are **Community Aspiration**, **Respect** and **Excellence**.

We also endeavor to promote the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through our curriculum. Please see our British Values policy for further information.

## CURRICULUM DRIVERS

To ensure our curriculum is personalised to the needs of our children we agreed the following curriculum drivers

**Values** – opportunities to develop a deeper understanding of our CARE values.

**Possibilities** – introducing children to new ideas and link learning to the career opportunities. Develops children's passion for subject and to see themselves as scientists, artists, historians etc

**Global diversity** – to be aware of and be respectful of different cultures

**Spiritual & Moral** – spiritual development through sensing the world they live in, reflecting on their part in it and asking questions. Opportunities to discuss, respond and think about moral issues.

Staff plan opportunities for each of the curriculum drivers through curriculum planning.

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)**

All subjects provide opportunities to promote spiritual development through sensing the world they live in, reflecting on their part in it and asking questions. Moral development is promoted through drawing conclusions using observation and evidence rather than preconceptions.

To ensure social development, children learn to respect the opinions of others and work together in groups.

Cultural development is promoted through helping children's recognise how human discoveries and ideas have affected the way people think, feel, create and behave and live.

Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through National Curriculum areas and the wider curriculum.

## **ORGANISATION AND PLANNING**

**We are confident that our school curriculum meets the requirements of the new National Curriculum 2014.**

- We use the National Curriculum, International Primary Curriculum and Chris Quigley Essentials document support our planning.
- We ensure progression through using the Chris Quigley skills in each subject area.
- To further the children's understanding of their place in the world, units are often planned with a link to global or multicultural issues through our curriculum drivers.

Our curriculum is structured through creative units of work which have clearly identified lead subjects. Each unit begins with an entry point to inspire and motivate the children and has an exit point where children's learning can be celebrated. Where possible, ICT is incorporated into each unit. As well as lead subjects, each unit will also have some subjects which are taught outside of the unit, these often include PSHE, Music, MFL and PE.

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. An overview of each Medium Term Plan is sent home to parents. Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

Literacy and Numeracy plans are completed weekly and adapted by teachers to meet the needs of all children.

## **CHILDREN WITH SPECIAL NEEDS, INCLUDING ABLE, GIFTED AND TALENTED**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. We always provide additional resources and support for children with special needs.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs.

For further information please refer to the schools SEN policies.

## **THE FOUNDATION STAGE**

The curriculum that we teach in our Foundation Stage meets the requirements set out in the Statutory Framework for the Early Years Foundation Stage. Our Foundation Stage curriculum is planned carefully and progressively, so that there is coherence and full coverage of all aspects of each area of learning.

## THE ROLE OF THE SUBJECT LEADER

The role of the subject leader is to:

- To inspire and motivate colleagues
- To ensure a consistent approach to teaching and continuity in skills development
- To lead the learning of others by providing training and support
- To ensure and monitor effective assessment systems are consistently applied to support learning
- To develop, and review, a policy which reflects current practice
- To research and keep up to date with new developments
- To raise standards of achievement
- To put together a portfolio to demonstrate progression of skills and knowledge
- To monitor across the whole school
- To organise visits and in school visitors where necessary
- To keep an up to date school portfolio of evidence and photographs to show learning across the school
- To manage and replenish resources

Subject leaders create a two year action plan for their subject.

Subject leaders complete an annual report to SMT and Governors to report on attainment, standards and progress towards improvement targets.

## ASSESSMENT

Assessment is a continuous process which relies considerably on the professional expertise and judgement of the class teacher.

Assessment is an integral part of learning and teaching and helps us measure the attainment and progress of all children in our school. Assessment should be considered at the planning stage in order to ensure that learning is matched to all children's needs. It is part of a continuous cycle.

- \* Formative – to provide information for the teacher to plan the next steps in children's learning (close up / day to day)
- \* Summative – to provide a snap-shot in time of a child's achievement and to sum up attainment over time. (periodic)
- \* Transitional – to provide formal recognition of achievement. Information is reported to parents and next teachers and schools. Information from tests / tasks may be used (standing back).

Foundation subjects are currently assessed against the Chris Quigley milestones at the end of each curriculum unit. These assessments are then collated by the subject Leader.

For further information about assessment please refer to the schools assessment policy.

## MONITORING AND REVIEW

Our Governing Body is responsible for monitoring the way the school curriculum is implemented.

The Curriculum Manager takes overall responsibility for the monitoring and review of the curriculum and is responsible for monitoring plans.

Staff evaluate each curriculum unit once it is complete and the long term curriculum map is evaluated and reviewed annually.

Alongside the Curriculum Manager, Subject Leaders are responsible for monitoring the way their subject is taught throughout the school.

**Sean Watts**  
**January 2015**  
**Review Date: January 2016**

# ENGLISH POLICY

## RATIONALE

The teaching of English develops the ability of children to communicate effectively in speech and writing and to listen and read with understanding. The children's skills will be developed within an integrated programme of spoken language, reading and writing and then extended through all other curriculum areas.

## AIMS

At Ferndown First School we aim to identify and meet the children's needs, taking into account the variation in their English experiences, abilities and learning already accomplished.

### **Pupils at Ferndown First School will leave Year 4:**

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for enjoyment;
- an appreciation for the work of writers, including poets;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing imagination, inventiveness and critical awareness;
- with confident and effective speaking and listening skills;
- with strategies to attempt the spelling of unfamiliar words.

## ENGLISH WITHIN THE SCHOOL CONTEXT

- Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the prime of Communication and Language and specific of Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).
- Specific skills will be taught as appropriate during English lessons focusing on text, word and sentence level work.
- We aim to teach specific skills to children to enable them to confidently apply these across a range of reading and writing genres.
- School recognises the importance of continually developing pupils' basic skills. The Basic Skills Quality mark shows recognition of this.

## APPROACHES TO READING

- Ferndown First School follows the Letters and Sounds phonics programme.
- Discrete daily phonics is taught within Foundation Stage and Key Stage 1.
- Regular teaching time is allocated to the teaching of reading. Supported and Guided Reading will take place daily. Time will be spent on reading each day across the school. Class teachers will maintain reading assessment notes for each child.
- Regular class story times are used to develop a love of reading and appreciation for the work of writers and poets.
- Home reading books are organised into coloured book bands from which children can self-select.
- Children are given a reading target card linked to the colour book band they are reading. This supports children in understanding the skills they are working on in their reading, as well as providing parents with guidance on how they can support their child at home.
- Parents are encouraged to read regularly with their children and record this in their link book.
- Regular library time is timetabled weekly for each class.
- The school use the Bug Club online platform, which children can access at home, and Project X books on the I pads.

## **APPROACHES TO WRITING**

- The school uses the Chris Quigley planning tool to plan the delivery of skills across a range of genres. Short term plans are based on one unit of work. A common format is used across the school.
- Links will be made to topics where appropriate, so children can develop and apply their English skills.
- Children will be organised into attainment groups for English to ensure they receive the correct amount of support or challenge. Although, where appropriate they will work in mixed ability groups or pairs.
- Writing targets will be set and reviewed on a regular basis in Key Stage 1 and Key Stage 2. Refer to the 'Feedback and Marking' policy for practice in Reception.
- Children's will be taught the skills required to be successful in a piece of writing. They will be given regular opportunities to write independently to show case their learning.
- Feedback and assessment takes place in a variety of forms – verbal and written feedback from the Class Teacher, peer assessment and self-assessment.
- Children will be given opportunities to use their skills, in context, in work across the curriculum and children will be aware of the links.
- Children will be encouraged to write in a variety of forms for different purposes and audiences, through topic work.
- The school follows the Ros Wilson's Big Writing approach. We deliver daily VCOP sessions in Key Stage 1 and Key Stage 2, along with a fortnightly 'Big Write'.
- Children's writing, gathered from Big Write and Independent tasks, is stored in an individual Writing Portfolio for each child. This is used as evidence to level children's writing half termly and is moderated in teaching teams every term.

## **SPELLING PUNCTUATION AND GRAMMAR**

- Discrete daily phonics is taught within Foundation Stage and Year 1. Phonics and spellings are taught 4-5 times a week in Year 2.
- Spelling strategies are taught three times a week in Key Stage 2.
- Children in Key Stage 2 have regular practise of Spelling, punctuation and grammar skills in discrete sessions. This is also embedded into English sessions.

## **APPROACHES TO SPOKEN LANGUAGE**

- Children are encouraged to listen and respond appropriately to adults and their peers.
- Children are encouraged to ask relevant questions to extend their understanding and build vocabulary and knowledge.
- We expect children to articulate and justify their answers, arguments and opinions; give well-structured descriptions and explanations; and maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Children will use spoken language to develop understanding.
- Children will speak audibly and fluently with an increasing command of Standard English
- Children will participate in discussions, presentations, performances and debates
- The culture of talking partners is embedded across the school.

## **APPROACHES TO HANDWRITING**

- Handwriting is a movement skill and one which is best taught directly by demonstration, explanation and practice.
- The principal aim is that handwriting becomes an automatic process, which frees pupils to focus on the content of the writing.
- Handwriting is a skill, which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important.
- Handwriting is modeled, taught and practised throughout the week. Explicit teaching and practise of handwriting skills occur outside English lessons.
- Shared and guided writing during English lessons provides many other opportunities for the modelling and monitoring of handwriting.
- The letter formation taught is a cursive style. This ensures an early transition to joined writing. Continuity of style is ensured through use of the Penpal's handwriting scheme.
- As a school, we have high expectations of handwriting and presentation in all written work.

## INCLUSION

- Provision is made for children who require extra support through differentiated class teaching and intervention programmes if necessary.
- Children who require extra support in speaking and listening benefit from small group sessions lead by a Teaching Assistant and draw on the expertise of a Speech and Language Therapist.

Read this policy in conjunction with –

- 1 English will be taught according to the school's Learning and Teaching policy
- 2 English will be assessed according to the attainment and progress policy
- 3 Marking and feedback policy
- 4 Early Years policy
- 5 Inclusion policy
- 6 Curriculum policy

*This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.*

Emma Kirk – January 2015

## **Ferndown First School**

### **SCIENCE & TECHNOLOGY POLICY**

#### **WHY WE BELIEVE SCIENCE AND TECHNOLOGY ARE IMPORTANT**

Children live in an age of fast-moving science and design and technology. This area of learning is fundamental to exploring, understanding and influencing the natural and made worlds in which we live. It offers a wealth of experiences and ideas that encourage children's natural curiosity and creativity, inspiring awe and wonder. Science supports the development of technology and advances in technology lead to new scientific discoveries, shaping how we live safe and healthy lives in our rapidly changing society.

This area of learning helps children to find new ways of looking at the world and to engage with changing explanations about how the world works. They learn to value ideas and to see talking, thinking and imagining as essential elements in developing understanding and new processes.

Children tackle problems, forming questions, generating and testing ideas and designs and deciding how to seek solutions. They gather and make sense of evidence, test out hypotheses and evaluate processes and outcomes. They learn the possibilities of science, design and technology, inspiring them to become the scientists, engineers, designers and innovators of the future and how to be informed citizens responsive to the needs of others and the world in which they live.

#### **CHARACTERISTICS OF SCIENTISTS**

**At Ferndown First School we aim to develop scientists who**

- Are curious about the world and excited about increasing their scientific knowledge.
- Ask many questions to find out about why and how things happen and work.
- Make connections between their knowledge and understanding of the world.
- Make careful observations and measurements and use these to spot similarities and patterns.
- Are systematic in their practical work.
- Explain to others what they have found out

#### **SCIENCE CURRICULUM OVERVIEW**

Science knowledge in biology, chemistry and physics is taught through topics from EYFS through to year 4. The science taught in years R, 1 and 2 directly related to the national curriculum. The science taught in years 3 and 4 come from the 3 and 4 national curriculum and are divided between the KS2 rolling programme of A and B. A progression of skills in working scientifically document produced using the national curriculum, EYFS Framework and Chris Quigley's Essentials Materials is used to provide skills progression guidance.

It is expected that all science topics include teaching and learning opportunities for working scientifically. We recognise that these skills need to be taught modelled rehearsed and applied. We also recognise that children need to acquire scientific knowledge and build connections between scientific concepts

#### **SCIENCE KEY LEARNING OBJECTIVES**

As set out in the Chris Quigley Essentials document the key learning objectives which drive our teaching are

- **To work scientifically**
- **Biology**
  - **To understand plants**
  - **To understand animals and humans**
  - **To investigate living things.**
  - **To understand evolution and inheritance.**
- **Chemistry**
  - **To investigate materials**
- **Physics**
  - **To understand movements, forces and magnets.**
  - **To understand earths movement in space.**
  - **To investigate light and seeing.**
  - **To investigate sound and hearing.**
  - **To understand electrical circuits.**

#### **PROMOTING BRITISH VALUES THROUGH SCIENCE**

Through our science lessons we promote ***individual liberty*** through encouraging children to make their own choices and ***mutual respect*** in listening to other people's ideas.

## CHARACTERISTICS OF DESIGNERS

At Ferndown First School we aim to develop designers who

- Show significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
- Have excellent attitudes to learning and independent working.
- Use time efficiently and work constructively and productively with others.
- Carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- Act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- Show a thorough knowledge of which tools, equipment and materials to use to make their products.
- Apply their mathematical knowledge.
- Manage risks exceptionally well to manufacture products safely and hygienically.
- Show passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems.

## DESIGN & TECHNOLOGY CURRICULUM OVERVIEW

Design and technology is generally taught in blocks which allows for more effective learning in which teachers can focus on DT skills. Teachers will ensure that they have a clear idea of the skills, knowledge and understanding to be taught in each unit of work that are indicated in the "minimum framework". Units of work have been selected and planned to ensure a balance of mastering practical skills with materials, skills, knowledge and understanding throughout each Key Stage. Units of work are planned to include the three areas of Designing, Making and Evaluating. Technical knowledge in DT and Cooking and Nutrition are taught progressively throughout the Key Stages. All children should have a breadth and balance of experience. Care should be taken to ensure activities do not have a gender bias. Use of multicultural stimuli and global links wherever possible enhance and enrich design possibilities.

## DESIGN & TECHNOLOGY KEY LEARNING OBJECTIVES

As set out in the Chris Quigley Essentials document the key learning objectives which drive our teaching are

- **To master practical skills (Textiles, Electrical and electronics, Construction, Mechanics, Computing)**
- **To design, make and evaluate and improve.**
- **To take inspiration from design throughout history.**

## RELATIONSHIPS TO OTHER SUBJECTS

Design & Technology is taught as a subject specific activity through a combination of whole class teaching, group work and individual work. Cross-curricular links are identified when appropriate. E.G The children can apply scientific and mathematical knowledge to create products which are functional

## EXTRA CURRICULAR ACTIVITIES

### **COOKERY CLUB.**

Children in Year 2 and Key Stage 2 are given the opportunity to take part in a 3 times yearly paid cooking club. This supports their learning about cooking and nutrition in Design Technology. Lessons take place in a cooking room and children plan, prepare and take home what they have cooked. They learn to apply the principles of healthy eating and develop life skills. The main aim of cooking club is to instil a love of cooking in the pupils.

## PROMOTING BRITISH VALUES THROUGH DESIGN AND TECHNOLOGY

Through our design lessons we promote ***individual liberty*** through encouraging children to make their own choices and ***mutual respect*** in listening to other people's ideas.

# Ferndown First School

## HUMANITIES POLICY (HISTORY AND GEOGRAPHY)

### WHY WE BELIEVE HUMANITIES ARE IMPORTANT

Historical and geographical and social understanding fires children's curiosity and imagination about who we are, where we have come from, where we live and where we might be going next. It connects Britain's past with the present and the future, helps children make sense of our place in the world and is central to their development as informed, active and responsible citizens.

This area of learning encourages children to investigate the world around them, from the local to the global. They learn about the impact of their actions on the planet and understand the importance of developing a future that is sustainable. Through exploring cultures, beliefs, values, human rights and responsibilities, children develop a deeper understanding of themselves and others, and a sense of belonging. They see how societies are organised and shaped by people's values and actions, and how communities can live and work together.

Children learn about diversity and interdependence, fairness, justice and democracy. They begin to understand how events that happened in Britain long ago or in other countries can affect our lives today and how our actions shape the future

### CHARACTERISTICS OF HISTORIANS

At Ferndown First School we aim to develop Historians who

- Have excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- Think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- Consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- Think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- Show passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- Show respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.

### HISTORY CURRICULUM OVERVIEW

History is primarily taught as a block or a lead subject in our topics throughout school. This allows for a deeper understanding of time periods and the people who lived in them. We also use stories and significant individuals as a hook into a time period or life story. Reflecting on the comparison between our lives is always a focus when looking into historical periods and individuals, to better understand the similarities and differences. Chronology runs alongside each topic to ensure that the children are building their historical skills as each new topic is covered and to create a wider understanding. Children are encouraged to use their historical skills to research and find evidence at home to feed into their learning at school. This is generally achieved through home learning projects with our older children.

### HISTORY KEY LEARNING OBJECTIVES

As set out in the Chris Quigley Essentials document the key learning objectives which drive our teaching are

- **To use evidence to find out about the past**
- **To build an overview of world history**
- **To understand chronology**
- **To communicate historically.**

## CHARACTERISTICS OF GEOGRAPHERS

At Ferndown First School we aim to develop Geographers who

- Have excellent knowledge of where places are and what they are like.
- Understand the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Use an extensive base of geographical knowledge and vocabulary.
- Show fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Reach clear conclusions and develop a reasoned argument to explain findings.
- Show significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Utilise fieldwork and other geographical skills and techniques.
- Show passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment

## GEOGRAPHY CURRICULUM OVERVIEW

Geography is taught using a skills based approach linked to our topics. This starts from our younger children finding out about where they live and the local geography of Ferndown, all the way to our oldest children discovering ancient settlements in the area of Wimborne. Topics are planned to ensure that Geography can be linked implicitly and explicitly such as using stories from different countries to discussing places the children have visited. We use our knowledge of places to make comparisons and discuss opinions to how and why the similarities and differences are important. Children are then encouraged to communicate their findings in different ways, through non-chronological reports, presentations or drawings.

## GEOGRAPHY KEY LEARNING OBJECTIVES

As set out in the Chris Quigley Essentials document the key learning objectives which drive our teaching are

- **To investigate places**
- **To investigate patterns**
- **To communicate geographically**

## BEING PART OF BRITAIN (BRITISH VALUES)

As a school, we value and celebrate the diverse heritages of everybody. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example, Harvest festival during the Autumn term. We also value and celebrate national events, a recent example being

Further, children learn about being part of Britain from different specific perspectives. Two specific examples of when we teach about being part of Britain are:

### **Geographically:**

In Year 2 children investigate the country they live in by finding out about the countries, capitals and seas which make up the United Kingdom. We will look at the differences between different areas of the country and will explore the Union Jack flag and the story of how it came to be.

### **Historically:**

During our British History topics such as Seaside in Year 1, Great Fire of London in Year 2, children learn about an aspect life and how this has developed and changed over time.

## PROMOTING BRITISH VALUES THROUGH HUMANITIES

We include in suitable parts of our Humanities curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how **democracy and the law works** in Britain, in contrast to other forms of government in other countries. Our KS2 children consider issues surrounding Fair Trade and compare difference in how other cultures live and work through the world.

We are also ensuring that our British Values are reflected in the people and time periods we use at Ferndown First School, such as ensuring an equal coverage of significant men and women as well as promoting British individuals.

## Ferndown First School

### ARTS (ART & DESIGN, DRAMA AND MUSIC)

#### WHY WE BELIEVE THE ARTS ARE IMPORTANT

The arts are a source of inspiration, enjoyment and fulfilment. They provide contexts in which children learn to express their thoughts and emotions, use their imaginations, experiment and develop creativity.

This area of learning makes a key contribution to children's personal, social and emotional development and to their growth as confident individuals. It enables them to participate in and respond to the creative and cultural life of their communities. Working, as artists and designers children are encouraged to develop their own voice and to actively collaborate in order to communicate with different audiences through a variety of media and contexts.

Participating in a range of art forms – including art and design, drama, music and dance – helps children become responsive, critical and appreciative. They discover the value of discipline and practice and, in responding to the work of others, they gain insights into different viewpoints, identities, traditions and cultures.

#### CHARACTERISTICS OF ARTISTS & DESIGNERS AND MUSICIANS

At Ferndown First School we aim to develop artists and designers who

- To be able to draw confidently and adventurously from observation, memory and imagination.
- To explore and invent marks and develop ideas through purposeful drawing.
- To have an impressive knowledge and understanding of artists, craft-makers and designers.
- To have the confidence to think and act creatively to promote original ideas.
- To work independently and show initiative.
- The ability to select and use materials and techniques skilfully.
- The ability to reflect on, analyse and critically evaluate their work and others.
- To show a passion and a commitment to the subject.

#### ART & DESIGN CURRICULUM OVERVIEW

Art is taught in three blocks a year which helps children become deeper learners and allow teachers to focus on artistic skills. Teachers will equip themselves with the knowledge of great artists and designers from the past as well as modern or current crafts people from industry today. From this, children inherit the knowledge to develop and inspire their own ideas for art pieces. Teachers carefully link skills to each topic to ensure a wide coverage is taught and learnt throughout each year. As pupils move through the school, these skills are revisited and developed further to extend and challenge ideas. Teachers will encourage pupils to explore their own skills, style and techniques to promote original artists.

Arts week provides a rich source of experimentation, where pupils are immersed in the subject for a few days. Over this period there are opportunities for everyone to be introduced to Art from around the world, artists from the past and present and to use techniques, colour and materials to inspire imaginations. This week creates many colourful displays around the school that inform others of the pupil's talent and creativity.

Artwork, planning and resources are also stored in clear portfolios, displayed in the gallery to allow teachers, pupils and visitors to view and use at any time.

Sketchbooks also provide a consistent report of the pupil's progressive artwork, telling a story of skills taught, ideas explored and styles tested. These books travel with the children as they move to each year group.

#### KEY LEARNING OBJECTIVES

As set out in the Chris Quigley Essentials document the key learning objectives which drive our teaching are

- **To develop ideas**
- **To master techniques in paint, collage, sculpture, drawing, print, textiles and digital media.**
- **To take inspiration from the greats (classic and modern).**

#### PROMOTING BRITISH VALUES THROUGH ART

From an early age we actively encourage children to express their own ***individual liberty*** through the choices they make in the arts whether it is the materials or media they select, the subject of their art work or compositions.

## CHARACTERISTICS OF MUSICIANS

At Ferndown First School we aim to develop musicians who:

- Enjoy listening to, composing and performing music.
- Show a rapidly widening repertoire which they use to influence their compositions, making them original, imaginative, fluent and distinctive.
- Have a musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Show good awareness and appreciation of different musical traditions and genres.
- Have excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- Give precise, verbal explanations, using musical terminology effectively, accurately and appropriately.
- Show passion for and commitment to a diverse range of musical activities

## MUSIC CURRICULUM OVERVIEW

We aim for our music education to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Music is a subject taught weekly by class teachers to allow children to build up skills over time. Throughout these lessons, children are given opportunities for music appreciation, composing, performance and evaluation. Through musical appreciation, children will be given the opportunity to learn about music from different cultures and from the past. Alongside this, children learn about the different musical dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. As they progress through the school the children will cover these dimensions in more depth and learn the correct musical terminology. Every unit that is planned must go through the same process (shown below) to allow the children to develop new skills and build confidence so they can be constructively critical about their work and the work of others.

**Planning Sequence:**

Listening → Modeling → Guided Creativity → Independent Creativity → Perform → Evaluate → Improve

## SINGING

Singing is a big part of life at Ferndown First School. All children take part in a 20 minute singing session each week to foster enjoyment of singing and to expand the National Curriculum's singing objectives. Singing dovetails with the whole school Healthy Schools agenda, for example, being healthy – singing improves breathing and cardio-vascular activity. Cross-curricular links are made with RE (through learning songs for the Christian festivals) and PSHE (with positive messages reinforced through songs) to name but two subject areas.

We were delighted to have been awarded the Sing Up Gold award in 2011.

## KEY LEARNING OBJECTIVES

As set out in the Chris Quigley Essentials document the key learning objectives which drive our teaching are:

- **To perform**
- **To conform**
- **To transcribe**
- **To describe**

## EXTRA CURRICULAR ACTIVITIES

### Instrumental tuition

Private tutors provide instrumental tuition at our school. Lessons are currently given on site for piano, guitar, ukulele and a range of wind and brass instruments. To take part in tuition, children are withdrawn from normal timetabled school lessons. Timetabling for instrument tuition is included on the Music Room timetable and the Music Co-Ordinator holds more detailed information. From time to time, instrumental lessons are promoted through recitals during assembly.

### **Choir**

Children in Key Stage Two have the opportunity to be part of the School Choir. During the year, they practise and perform songs at harvest, Christmas and Easter church services and for the annual school play. Children also contribute to community events such as our annual Open Evening and signing in local residential homes.

## PROMOTING BRITISH VALUES THROUGH MUSIC

From an early age we actively encourage children to express their own *individual liberty* through the choices they make in the arts whether it is the materials or media they select, the subject of their art work or compositions.

# Ferndown First School

## IT & COMPUTING POLICY

### WHY WE BELIEVE IT & COMPUTING IS IMPORTANT

ICT is changing the lives of everyone. Through teaching ICT we equip children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. ICT skills are a major factor in enabling the children to be confident, creative and independent learners.

### CHARACTERISTICS OF EFFECTIVE CODERS AND USERS OF TECHNOLOGY.

At Ferndown First School we aim to develop coders, programmers and confident IT users who

- Are competent in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- Are able to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- Understand of the connected nature of devices.
- Are able to communicate ideas well by using applications and devices throughout the curriculum.
- Collect, organise and manipulate data effectively.

### IT & COMPUTING CURRICULUM OVERVIEW

The school uses the Chris Quigley document “Essentials” to support planning and assessment of ICT. With the support of the subject leader, individual year groups are responsible for planning a balanced, relevant and engaging curriculum that prepares pupils to “use computational thinking and creativity to understand and change the world”. This can be done as part of a topic or as discreet lesson. The children will be given the opportunity to apply taught skills across all of the curriculum.

There are three main aspects of the computing curriculum. They are:

- \* Computer science – the principles of information and computation.
- \* Information Technology – to create programs, systems and a range of content.
- \* Digital Literacy – to be able to use and express themselves and develop ideas through information and communication technology.

### KEY LEARNING OBJECTIVES

As set out in the Chris Quigley Essentials document the key learning objectives which drive our teaching are

- **To code**
- **To connect**
- **To communicate**
- **To collect**

### ICT AS A TOOL TO SUPPORT LEARNING ACROSS THE CURRICULUM

ICT is used creatively to support learning across the whole curriculum and opportunities will be sought to capitalise on the power of ICT and related technologies to support and enhance learning both within and outside the classroom. Subject leaders will encourage and promote the use of ICT in their own subjects and will support other members of staff when planning, teaching and assessing with guidance from the ICT coordinator if necessary.

### E-SAFETY

ICT in the 21st Century is seen as an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, we need to build in the use of these technologies in order to arm our young people with the skills to access life-long learning and employment. E-safety involves pupils, staff, governors and parents making best use of technology, information, training and being fully aware out our E-Safety policy.

### PROMOTING BRITISH VALUES THROUGH IT & COMPUTING

We particularly develop children’s understanding of the rule of law through teaching about E-Safety. We have an annual E-Safety day and visits from the Police and community groups to promote E-Safety to children.

# Ferndown First School

## PHYSICAL EDUCATION POLICY

### WHY WE BELIEVE PHYSICAL EDUCATION IS IMPORTANT

To enjoy healthy, active and fulfilling lives, children must learn to respond positively to challenges, be enterprising and handle risk and to develop self-confidence and physical capabilities. This area of learning lays the foundations for long-term wellbeing and contributes to children's mental, social, emotional (i) , economic (i) and physical (i) development. It is central to their development as confident individuals.

Children learn about their changing bodies and the importance of nutrition and rest for a healthy, balanced lifestyle. Through sport and other physical activities, they learn to increase body control, coordination and dexterity.

Children also learn about their responsibilities both as individuals and members of groups and teams. They learn to cooperate and to compete fairly, understanding their own and others' roles.

As they become more confident, children develop a growing self-awareness and a commitment to self-improvement so they can make informed decisions that lead to happy and healthy lives. They raise their aspirations, set goals and work to achieve them, seeing how this will influence their opportunities in education, leisure and in the world of work.

### CHARACTERISTICS OF SPORTSMEN AND WOMEN

At Ferndown First School we aim to develop sportsmen and women who

- Acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- Practise skill a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- Show high levels of physical fitness.
- Lead a healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- Remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- Take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Show originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- Show a keen interest in PE.
- Participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- Can swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

### PHYSICAL EDUCATION CURRICULUM OVERVIEW

P.E has been planned to accommodate each class having at least two hours a week of physical activity. This allows each class to have an outdoor and indoor session. The curriculum map is set out at the beginning of the academic year which not only simplifies our planning but enables us to ensure consistency. We try to keep the same topic across the whole school, ensuring that there is a noticeable difference in the criteria and standards set. Class teachers support the school's sports coach in planning and assessment. The school sports coach and teachers team teach PE lessons together. We cover a verity of sports with the main aim being that the activities are enjoyable and inclusive. Children are encouraged to express their individual personalities which allow the teacher to identify strengths and weakness.

Every year group from YR-Y4 has an annual 6 week block of swimming lessons. These take place at Ferndown Leisure Centre. This covers basic swimming strokes, water safety and is made age appropriate to suit all taking part.

Were possible we take part in tournaments against other local schools for football.

### KEY LEARNING OBJECTIVES

As set out in the Chris Quigley Essentials document the key learning objectives which drive our teaching are

- **To develop practical skills in order to participate, compete and lead a healthy lifestyle through – games, dance, gym, athletics, swimming, outdoor adventurous activities.**

## SCHOOL SPORTS FUNDING

The government is providing additional funding for the academic years 2013 to 2014 and 2014 to 2015 to improve provision of physical education (PE) and sport in primary schools. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport - is ring-fenced and therefore can only be spent on provision of PE and sport in schools.

Schools must spend the additional funding on improving their provision of PE and sport, but have the freedom to choose how they do this. Below is an overview of how we have decided to use this funding for the academic year 2014-2015

- Improving teacher's subject knowledge and teaching of PE/sport.
- Supporting with planning and teaching of key sports skills.
- Developing children's leadership and coaching skills.
- Improving sports opportunities at lunchtimes/playtimes.
- Supporting the PE coordinator in planning inter school tournaments and events.
- Each year group from YR – 4 receives at least one weekly session of PE which is team taught with OUR Sports Coach.

## EXTRA CURRICULAR ACTIVITIES

**We are pleased to be able the following extra-curricular clubs**

- Football
- Tennis
- Street Dance
- Gymnastics
- Multi-Sports
- Badminton
- Cricket
- Chess

## PROMOTING BRITISH VALUES THROUGH PHYSICAL EDUCATION

There are many opportunities taken for teaching children about the importance of **rules and laws** in PE, for example in learning to play team games and when our play leaders teach younger children playground games.

We actively teach children about the importance of **Respect** through showing good sportsmanship during PE lessons and sport day.

# Ferndown First School

## LANGUAGES POLICY

### WHY WE BELIEVE LANGUAGE EDUCATION IS IMPORTANT

We aim to develop children's experience of language acquisition and encourage curiosity about languages. To develop their understanding of what they hear and read, and have an ability to express themselves in speech and writing. Extend their knowledge of how language works and explore differences between French and English and strengthen their sense of identity through learning about culture in Francophone countries and comparing it with their own culture. As part of a new primary National Curriculum, taking effect from September 2014, learning French has become a requirement for children within KS2.

### CHARACTERISTICS OF LINGUIST

At Ferndown First School we aim to develop linguists who

- Are confident to speak with good intonation and pronunciation.
- Are Fluent in reading.
- Show Fluency and imagination in their writing.
- Have a strong awareness of the culture of the countries where the language is spoken.
- Show passion for languages and a commitment to the subject.
- Are able to use language creatively and spontaneously.
- Are independent in their studies and are able to draw upon a wide range of resources.

### LANGUAGES CURRICULUM OVERVIEW

French is taught in a whole-class setting, by a language specialist. MFL is planned into Topics to ensure that there is a real purpose for their language learning. Progression is ensured so that throughout the year groups children are learning key skills that they build upon and revisit the language skills. The skills of language that are covered in the curriculum are: Reading, Writing, Speaking and Intercultural Understanding. Singing is an important part of language learning and the children regularly learn new songs and actions to reinforce vocabulary. Children learn through a range of language activities including role play, listening, reading and writing activities. These activities are always well planned and varied to ensure that the children are engaged whilst completing all the language skills. Differentiation in the subject is through modelling of different skills and differentiated work is given to children to suit the range of abilities. Children have access to the curriculum through variation of task, grouping or support from an adult. The lessons are designed to motivate children from the first moment and are mainly practical in focus. They have clear, achievable skills to meet and the lessons incorporate different learning styles. ICT links are made as often as possible and children regularly perform songs and celebrate their learning which is posted on the school website. Each class has a timetabled lesson of at least thirty minutes per week. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. French lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening, written and reading work is recorded in books which are passed through the year groups and become a portfolio of their learning.

### KEY LEARNING OBJECTIVES

As set out in the Chris Quigley Essentials document the key learning objectives which drive our teaching are

- **To read fluently**
- **To speak confidently**
- **To write imaginatively**
- **To understand the culture of the countries in which the language is spoken.**

### EXTRA CURRICULAR ACTIVITIES

In the spring term Key Stage 2 children are invited to join a language ICT club where they can develop their language skills using a range of Language APPS on the IPADS. Children in Year 2 are invited to take part in an extra-curricular Spanish club in the summer term.

### PROMOTING BRITISH VALUES THROUGH LANGUAGES

Though our languages curriculum we actively encourage an ethos of mutual respect for other European cultures.

# Ferndown First School

## RELIGIOUS EDUCATION POLICY

### WHY WE BELIEVE RELIGIOUS EDUCATION IS IMPORTANT

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops children's knowledge and understanding of the nature of religion and belief (i) including Christianity, principal religions, other religious traditions and world views, in the context of a diverse society.

RE offers opportunities for personal reflection and spiritual development. It enables children to flourish individually, within their communities and as citizens in a diverse society and global community. RE has an important role in preparing children for adult life, employment and lifelong learning. It enables them to develop respect for and sensitivity to others, and enables children to challenge prejudice. In these ways it contributes to children's wellbeing and promotes ways in which communities can live and work together

### CHARACTERISTICS OF RELIGIOUSLY LITERATE CHILDREN

At Ferndown First School we aim to develop religiously literate children who have

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together. Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

### RELIGIOUS EDUCATION CURRICULUM OVERVIEW

The principal aim of the Dorset Agreed Syllabus for RE is to engage pupils in enquiring into big questions arising from the study of religion, belief, philosophy and ethics. In so doing Religious Education will support pupils' own personal moral, philosophical, ethical and spiritual development and promote respect for others. To support our planning we use the Discovery scheme of work. We teach RE by exploring key 'concepts' within different faith groups.

### KEY LEARNING OBJECTIVES

As set out in the Chris Quigley Essentials document the key learning objectives which drive our teaching are

- **To understand beliefs and teachings**
- **To understand practices and lifestyles**
- **To understand how beliefs are conveyed**
- **To understand values**
- **To reflect.**

### COMMUNITY LINKS

On occasion visitors from the community will be invited to lead whole school assemblies. These may be representatives from local interest groups, different faith groups, public services and other charitable organisations.

The school has developed strong links with St Mary's Church in Ferndown. We plan and lead four services a year at Thanksgiving (Harvest), Christmas, Easter and an end of year service which the whole school are included in and parents are invited to.

### PROMOTING BRITISH VALUES THROUGH RELIGIOUS EDUCATION

We endeavor to ensure that RE lessons should reinforce messages of ***tolerance and respect*** for others. We promote diversity through learning about the celebrations of different faiths and cultures and when rules for particular faiths are considered.

## **Ferndown First School COLLECTIVE WORSHIP POLICY**

Ferndown First School is a Community school. At Ferndown First we define collective worship as a time when members of the school community come together to collectively give worth to promoting our school values. We recognise that Collective worship is an important opportunity to provide opportunities for our children's Spiritual, Moral, Social and Cultural development.

### **WHAT ARE THE AIMS OF COLLECTIVE WORSHIP AT FERNDOWN FIRST?**

- To promote the schools **CARE** values as well as **British Values**.
- To promote pupils' sense of belonging to the community of Ferndown First School.
- To develop pupils' personal qualities (worth) including their self-esteem, their sense of identity, their spiritual development, their appreciation of awe and wonder, their openness and tolerance, and their ability to reflect on these qualities and other aspects of life's fundamental experiences.
- To promote the school's commitment to equality of opportunity by celebrating, giving value to and learning about different ethnic and faith groups, in particular those represented within the school community.
- To promote pupils' understanding of the cycle of the year through the exploration of the annual cycle of nature and the annual cycle of religious and non-religious celebrations.
- To promote pupils' moral development by exploring values and qualities that can be supported by both members of faith communities and by those who are not members of a faith community.

### **LEGAL STATUS OF COLLECTIVE WORSHIP**

The 1988 Education Reform Act requires that 'all pupils in attendance at a maintained school shall during each day take part in an act of Collective Worship'. We seek to do our best to keep the spirit of this legislation seeking to provide as many high quality acts of worship as is practically possible. Collective Worship may be held at any time during the school day. All acts of worship are in accordance with the guidance issued in circular 1/94 which states that worship should be of a 'wholly or mainly of a broadly Christian character' and not distinctive of any particular Christian denomination.

### **CONTENT**

Our daily assemblies include an act of collective worship. We believe that singing together is integral to worship and we sing together in each assembly. Our songs celebrate broadly Christian themes such as 'togetherness, creation and care'. They may make reference to God, however do not assign God to any individual faith. This allows all children to participate. We include moments of reflection about our broadly Christian themes and we allow children time to reflect in their own way. We believe a moment of quiet reflection allows our children to worship in a way that is meaningful to them.

### **HOW ASSEMBLIES ARE ORGANISED AT FERNDOWN FIRST?**

Children in all classes attend an assembly each day. Children in the reception classes join whole school assemblies after an initial induction period of class and Base Assemblies. A comprehensive register of assembly themes is used by members of the school's senior management team to select the themes of the week and seek to choose a balance of themes that will promote the school **CARE** values and make links to the PSHE curriculum. We ensure our main themes are 'broadly Christian'. Themes for assemblies are selected at least a term in advance, however world, national and local events may require an alternative focus. On occasion visitors from the community will be invited to lead whole school assemblies. These may be representatives from local interest groups, different faith groups, public services and other charitable organisations. The school hold four services at St Mary's Church in Ferndown, at Thanksgiving (Harvest), Christmas, Easter and at the end of the school year.

#### **This is the weekly pattern of assemblies:**

Monday: Whole school assembly led by the Headteacher that introduces the weekly theme.

Tuesday: Assembly by staff member on the weekly theme

Wednesday: Assemblies led by each class teacher or class each half term that follows the weekly theme.

Thursday: An assembly to celebrate achievements and special events

Friday: A Whole School assembly with a focus on singing and music.

### **RIGHTS OF WITHDRAWAL**

At Ferndown First School we seek to be an inclusive community however we respect the right of parents to withdraw their children from Collective worship. This school expects that withdrawal will only be made following parental discussion with the Head teacher/Worship coordinator followed by written confirmation of withdrawal. The school has a system of suitable supervision for children withdrawn from Acts of Collective worship. However, no additional work is set or followed in this time

## **Ferndown First School EMOTIONAL WELLBEING POLICY (PSHE)**

### **WHY WE BELIEVE EMOTIONAL WELL BEING IS IMPORTANT**

To enjoy healthy, active and fulfilling lives, children must learn to respond positively to challenges, be enterprising and handle risk and to develop self-confidence and physical capabilities. This area of learning lays the foundations for long-term wellbeing and contributes to children's mental, social, emotional, economic and physical development. It is central to their development as confident individuals. Please read the policy in conjunction with our E-Safety, Child Protection Procedures and Safeguarding Policies.

### **CHARACTERISTICS**

At Ferndown First School we aim to develop children who

- Are willing to try new things.
- Work hard and understand that in order to become good at something there are no short cuts.
- Concentrate
- Push themselves when they don't feel like doing things, when they feel shy, when they think they might fail and when their friends are trying to stop them doing what they want to do.
- Are imaginative.
- Are always trying to make things better and understand that there is always room for improvement.
- Understand others and use what they know to try to be useful to others. Instead of asking 'What's in it for me?' they ask, 'What can I give?'
- Persevere, even when faced with bad luck, setbacks, failures, criticism or rejection and to try to find a way around these problems

### **PSHE CURRICULUM OVERVIEW**

Ferndown First School provides a curriculum that integrates the development of social and emotional skills within all subject areas, in addition to the delivery of PSHE and citizenship education. Classroom-based teaching is also reinforced in assemblies, home learning and play periods (in class as well as in the playground).

We now use 'Jigsaw' as our primary method for delivering PSHE. This is a comprehensive scheme of work which covers all areas of SEAL and SMSC. This introduces children to social and emotional skills at an early age, building their confidence and communication skills as they progress higher up the school. We provide a range of interventions that have been proven to be effective, according to the child's needs. These may be part of a multi-agency approach to support the child and their family and may be offered in school or other settings.

We also provide further support through Socially Speaking interventions, nurture groups and individual and group ELSA sessions delivered by trained support staff.

Aims

- To create an ethos and conditions that support positive behaviours for learning and for successful relationships
- To provide an emotionally secure and safe environment that prevents any form of bullying or violence
- To support all pupils and, where appropriate, their parents or carers (including adults with responsibility for looked after children)
- To provide specific help for those children most at risk (or already showing signs) of social, emotional and behavioural problems

### **KEY LEARNING OBJECTIVES**

Please refer to the Jigsaw scheme for further information about learning objectives.

## **Ferndown first school HEALTHY SCHOOLS POLICY**

**(Incorporating Drugs Education, Sex and Relationship Education, Healthy Food and Nutritional Standards Policies)**

Ferndown First School recognises the importance of the health and safety of its pupils. We strive to ensure that pupils feel safe and are kept safe within school and the wider locality.

### **AIMS**

- To promote the physical, emotional, personal safety and well-being of pupils and staff;
- To promote the rights of children as defined in the United Nations Convention on the Rights of the Child;
- To have systems in place which monitor personal health and child protection with a known named person responsible;
- To promote consistent messages across the school in relation to personal, emotional and social development;
- To use class council systems for pupils to have a voice which influences school policy and practice and helps children become responsible citizens;
- To provide a planned approach to drug and sex/relationships education across the school;
- To promote and teach healthy approaches to food and drink;
- To promote and educate pupils regarding the benefits and range of regular exercise;
- To foster strong links with parents, carers, families and the wider community;
- To promote access and inclusion through every area of school life;
- To promote an attitude to health that will underpin a lifelong positive approach.

Ferndown First School regularly reflects on its progress in this area, putting in place new plans as needs are identified.

Parents are consulted and informed through the use of questionnaires, in meetings and through documentation sent home. Ferndown First School draws upon links with the community to enhance and develop its programmes in the area of Health and Well-being, working with agencies such as Community Health services, the police and the fire brigade.

Children's thoughts and ideas are sought through the use of circle time and school councils, giving them the opportunity to contribute and shape work in this area.

### **PROMOTING BRITISH VALUES**

Citizenship: pupils should be able to understand their personal rights and freedoms, and they should be advised on how to exercise these safely. Pupils should have the opportunity to learn about different models of democracy and take part in votes, pupil voice questionnaires and pupil councils. Topics such as anti-homophobia, equal rights, and e-safety should be taught.



# Ferndown First School Drug Education Policy

## PURPOSE

The purpose of the Drug Education Policy is to:

- Clarify the legal requirements and responsibilities of the school;
- Reinforce the pastoral role of our school to safeguard the health and safety of all who use the school;
- Clarify this school's approach to drugs for all staff, pupils, governors, parents/carers, external agencies and the wider community;
- Ensure the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of this school;
- Reinforce the role of the school in contributing to local and national strategies such as Healthy Schools, SEAL;
- Provide a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and other unauthorized drugs;
- Enable staff to manage drugs on school premises and any incidents that occur with confidence and consistency.

## PROVISION

It is important that drug education is delivered within a safe, secure and supportive learning environment. This is achieved through following and delivering our PSHE curriculum and is supplemented by the annual visit of the life bus. There are also other learning opportunities through visitors to the school, external visits (e.g. streetwise) and assembly themes

The aim of drug education is to provide opportunities for pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

Provision for access to drugs education for vulnerable pupils will be in accordance with the Inclusion Policy.

## THE MANAGEMENT OF DRUGS AT SCHOOL

Illegal drugs have no place in schools. However, there are instances where other drugs may legitimately be in school.

### **Medicines, Volatile Substances.**

See Health and Safety Policy.

### **Alcohol**

If alcohol is authorized in school, for example at parent/carer or community events, it must be stored in a secure location.

### **Smoking**

Smoking is not allowed in any part of the school's premises or grounds.

### **Illegal Drugs**

In the event of illegal drugs/paraphernalia being found within the school premises, the police should be involved in their disposal.

# Ferndown First School

## HEALTHY EATING AND NUTRITIONAL STANDARDS POLICY

### INTRODUCTION

At Ferndown First School, we believe that every child deserves a healthy diet. It is known that a child's diet has an important impact on their health and education.

It is recommended that everyone eats five or more portions of fruit and vegetables each day, as well as a balance of proteins, carbohydrates, fibres, fats and sugars.

### SCHOOL AIMS

Ferndown First School aims to give all pupils the knowledge and skills to make nutritional and enjoyable food choices to last a lifetime. Pupils are taught how to cook and apply the principles of nutrition and healthy eating as a crucial life skill, in accordance with the National Curriculum.

### SCHOOL/OUTSIDE PROVISIONS

Under a Government scheme, children under the age of 7 receive a piece of fruit each day, which they eat during morning break.

Milk is provided free-of-charge to all children under the age of 5 and is available to purchase for the older children in school.

From September 2014, Ferndown First School will offer hot school meals, supplied by Chartwells Catering Ltd, who provide nutritious food using locally sourced produce. All children in reception, year 1 and year 2 will be eligible for free school meals. Children receiving hot school lunches benefit from the new standards for school food. This is a Government initiative to improve food standards in schools and develop food skills amongst children and young people, to bring long term improvements to their health and education.

All children are encouraged to bring a healthy snack to school, which is reiterated in the school's Parent Information Pack.

Ferndown First School is a Healthy School. We believe it is important to promote health and well-being and we have asked the children what we could do to be even healthier. In line with their comments and as stipulated in our School Food Policy, we will restrict snacks to the following foods:

- Fresh fruit
- A portion of vegetables
- A portion of seeds/raisins/dried fruit
- A **plain** biscuit e.g. Rich Tea ( in agreement with the Head Teacher
- Unless stipulated for a diagnosed medical condition. The school will seek advice and clarification on this provision with the school nurse.

No alternatives will be permitted at mid-morning or afternoon play. We are a NO NUTS school

Fresh water is provided across the school, which the children may use at various times of the day to refill their water bottles. The children are encouraged to drink water throughout the day and may keep water bottles with them during lessons. These bottles are for the consumption of water only – alternatives such as juice or squash are not permitted. At lunchtime the children may drink water as well as juice, squash or milk.

We provide a clean and pleasant environment for the children and staff to eat their lunch, with adequate time for unhurried/sociable eating.

## **SCHOOL CURRICULUM**

From September 2014, cooking will become a compulsory part of the National Curriculum in Key Stages 1-3. Each year group will be taught at least one focus food Topic per year and other opportunities with curriculum links. (ie, RE, Geography.)

All children are educated about the importance of a nutritionally balanced, healthy diet and given hands-on experience in preparing and cooking food in our Life Skills area. Children are taught to prepare and cook dishes using the principles of a healthy and varied diet. They are also taught about seasonality and where and how a variety of ingredients are grown, reared and processed. They are taught about the 'Eat-well Plate' and about 5-a-day.

Children have access to our school garden, where they have the opportunity to learn how to grow and prepare freshly grown produce.

All students are given the opportunity to visit the 'Life Education Bus' annually, which reinforces healthy food choices and the consequences of unhealthy living.

Staff and PTA members are not permitted to reward the children with sweets.

In line with our Healthy School standard, and as part of our School Food policy, we are unable to distribute confectionary of any kind to children at school. (This includes confectionary provided by parents for children in their child's class on his/her birthday or celebration).

We will consult parents if we consider that a child is not eating an adequate lunch during the school day.

## **OFFSITE VISITS AND OUTSIDE VISITORS**

- Life Education Bus
- Dental Health Educator
- School Nurse
- 'Food to Fork' visits to Tesco
- Cooking Club opportunities for Year 2 and Key Stage 2

## **NUTRITIONAL STANDARDS - FOOD AND HEALTH**

The Governing Body must ensure that any lunches provided meet with the standards prescribed in the Nutritional Standards for School Lunches (England) Regulations 2000.

Under these regulations the Governing Body is responsible for ensuring that the catering provider meets national nutritional guidelines.

## Ferndown First School

### SEX AND RELATIONSHIPS EDUCATION POLICY

We believe Sex and Relationship Education is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life. In our school we believe SRE is an integral part of Personal Social and Health Education (PSHE) and should be tailored to the age and physical and emotional maturity of the children. Our aim is that SRE will help to give young people the skills, understanding and knowledge they need to live confident, healthy, independent lives, to help them become informed, active and responsible citizens.

All staff with teaching responsibility will teach the factual content. Other members of staff will answer direct questions and be aware of the Sex Education Policy. The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

	Science	PSHE
Reception Year 1	Through their exploration during the themes of Living things, Healthy living, Growth and Ourselves the children learn about their bodies, that humans and animals produce offspring which grow into adults and how to keep healthy.	Children learn how to recognise similarities and differences between themselves and others, to identify and share feelings and to be able to talk to someone they trust.
Year 2	In year 2 children learn about plants and how they grow, reproduce and compare these to other living things. They name the main external body parts.	Children are taught to recognise safe and unsafe situations and identify and be able to talk to someone they trust.
Year 3	Through investigations the children learn about healthy lifestyle, the need for exercise and about changes that happen to our bodies when we exercise. (Life Bus)	The children learn about changes that occur as we grow up and how these are the same for us all. They learn about managing their feelings and dealing with difficult issues that they may encounter.
Year 4	The children learn about keeping fit and healthy and about how to exercise safely for fitness. (Life Bus) They also learn about the reproduction of plants, including the parts of a flower and their function.	The children learn about how to manage their feelings especially as they are growing up and their bodies are changing and maturing. This will be taught at an appropriately developmental level. The last two themes in SEAL deal specifically with Relationships and Changes. They learn to recognise their own worth and identify positive things about themselves.

#### **Parents rights to withdraw pupils from SRE**

The school encourages parents play a part in this sometimes-sensitive area by being informed and involved in their child's development within the schools SRE programme so they can continue discussions at home. However, if a parent or guardian wishes to withdraw their child from some, or the entire curriculum, they are asked to inform the head teacher in writing. In this event the parent/guardian will be invited to attend a meeting to discuss any concerns with the school. If the parent or guardian still wishes to exercise their rights to withdraw their child, they should be reassured that appropriate alternative arrangements would be agreed and organised by the school. The right to withdraw does not include statutory aspects of the curriculum.

#### **Statement about sensitive issues**

Discussion will be encouraged at all times with ground rules regarding personal questions established. Both formal and informal Sex and Relationship Education arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area. If child protection issues arise the schools Child Protection procedures will be initiated, all staff are aware of these procedures and are regularly updated (see Child Protection and Safeguarding Policy).

# PHYSICAL ACTIVITY POLICY

## Policy Statement

The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities.

Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. Thus enabling them to make informed choices about physical activity throughout their lives

Physical Education develops a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving.

## Aims:

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To develop the ability to work independently, and communicate with and respond positively towards others.
- To develop a life-long love for physical activity.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

## Entitlement

The school provides all pupils with the full entitlement of a minimum of two hours high quality Physical Education a week. This is delivered through two 50 minutes per week in Key stage 1 and 2.

Each class is timetabled so that they can access the hall and outside space for the duration of the unit that they are studying.

The school employs a professional sports coach who assists in the delivery of high quality lessons across a range of physical activities. Working alongside him also provides Continuing Professional Development for all teaching staff.

# Ferndown First School BRITISH VALUES POLICY

## WHY WE BELIEVE BRITISH VALUES ARE IMPORTANT

The Department of Education have recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year

At Ferndown First School these values are reinforced regularly and in the following ways:

### DEMOCRACY

At Ferndown First School democracy is taken very seriously. Children are actively encouraged to have a voice and share their views and opinions regularly. Our active school council is one such example. Every September we have an election week when the candidates for class representatives on the school council pitch their 'election manifesto' to the rest of their class. The children love this process and have great respect for the outcomes.

The school council representatives (two per class from Reception to Year 4) meet every week then take the ideas from the meeting back to their classes for discussion during 'voice time' and school council feedback to the school, during assembly each week.

Every child also contributes their ideas to the composition of their own class charter every year. This sets ground rules for classroom conduct and establishes the standards of behaviour children can expect from each other over the year ahead.

All children also complete an annual questionnaire which provides them with the opportunity to share their views of learning at Ferndown First School and suggest ways in which the school could be improved further.

Governors also talk regularly to children to establish their views as a way of ensuring that school self-evaluation is robust and accurate, and therefore effective in moving the school forward.

### THE RULE OF LAW

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour and through school assemblies. Children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Our schools rules, rewards and sanctions which are displayed in all classrooms, referred to regularly and consistently upheld are a practical example of this.

Visits from authorities such as the Police (Internet Safety) and Fire Service help reinforce this message.

### INDIVIDUAL LIBERTY

Within school, children are actively encouraged to make decisions and choices, knowing that they are in a safe and supportive environment. A good example of this would be children choosing an area of learning that they would like to spend time in 'explore' session in Reception. As a school we educate and provide boundaries for young children to take risks and make choices safely. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of learning challenge, how they record their learning, participation in one of our extra-curricular clubs and opportunities, children are given the freedom to make choices and make decisions.

### MUTUAL RESPECT

Mutual respect is one of our core CARE values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

## TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS

Ferndown First School is situated in an area which is not culturally diverse; therefore we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforce this. Each year the children explore a world faith alongside their learning about Christianity. By the time they leave us all children have learnt about the beliefs and practices of people of the following world faiths; Judaism, Hinduism and Islam. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

**At Ferndown First School we will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including those expressing 'extremist' views.**

## PREVENTING RADICALISM AND EXTREMISM

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

Ferndown First School has a zero tolerance approach to extremist behaviour for all school community members. We rely on our strong values to steer our work and ensure the pastoral care of our children protects them from exposure to negative influences.

We continue to be fully committed to safeguarding and promoting the welfare of all its children. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Ferndown First School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

- **Children are encouraged to adopt and live out our Core (CARE) Values. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.**
- **Children are helped to understand the importance of democracy and freedom of speech, through the PSHE programme.**
- **Children are taught how to keep themselves safe, in school and when using the internet.**
- **Children participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.**
- **Children's wellbeing, confidence and resilience is promoted through our planned curriculum and extra-curricular learning opportunities.**
- **Children are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.**

## THE ROLE OF THE CURRICULUM

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The RE (Religious Education), PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is becoming embedded across the curriculum, and underpins the ethos of our school. Children learn about all major faiths and visit places of worship wherever possible. They are also taught about how to stay safe when using the internet.

### OUR CARE VALUES

Everything we do is built upon the foundation of our CARE values. Whilst all of these enable the children to become well-rounded individuals we recognise the importance of resilience in preventing children being drawn into extremist ways of thinking.

Although serious incidents involving radicalisation have not occurred at Ferndown First School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach.

Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the Child Protection/ Safeguarding Lead Teachers.

