

# Curriculum



Rivington Foundation Primary School aims to provide a balanced curriculum based on the following principles.

1. To help pupils to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills.
2. To help pupils to acquire knowledge and skills relevant to adult life and employment in a fast changing world.
3. To help pupils to use language and number efficiently.
4. To instil respect for religious values, and tolerance of other races, religions and ways of life.
5. To help pupils to understand the world in which they live and the interdependence of individuals, groups and nations.
6. To help pupils to appreciate human achievements and aspirations.

Our curriculum fully embraces our history, heritage and environment, meeting the wider demands of curriculum 2014; it is unique to our School.

Key learning objectives for each year group/subject are available on the website, using the Lancashire Schemes of Work, Key Learning Objectives. Thus ensuring the new guidelines and wider learning objectives for each year group are fully met over our 2 year rolling programme.

Thoroughly reviewing and assessing this approach, we have addressed change and differences fully whilst keeping the 'best' of our previous skills- based, creative approach. The thorough understanding this process has given us is key to the depth of our children's learning.

Our children's learning benefits from the outdoors environment; using both a Forest Schools' approach and also the outdoors 'classroom'.

Our highly skilled staff have a wide variety of specialisms eg: Literacy, Forest schools', ICT, Science, Mathematics, Art & DT and RE. We have 2 specialist teachers: EYFS & Literacy as recognised by the LEA. Staff also have had the opportunity to work with our French Language specialist teacher. Y5/6 have the opportunity to work with a Parklands Language Specialist for a German lesson each week. Our music and singing are through a specialist music teacher plus our own very talented choir mistress.

We are an Artsmark school; enjoying celebrating a love of the Arts in all their forms, presently we are working for our 2<sup>nd</sup> Artsmark award.

As a small school we always seek opportunities to give our children the benefit of the wider education system. We have strong links with the local High Schools: Maths competitions for Y4/5, gifted and talented maths sessions in Y5/6, History and Heritage in Y4/5, Public Speaking competition in Y5, plus many transitional (Y6) and taster (Y5) sessions. We have strong PE links with the local Southlands Sports Partnership, Bikeability (Reception & Y6), swimming (Y3/4) as well as the Cluster schools' games.

These are just part of the curriculum we offer, but we hope this gives you a glimpse of the uniqueness of learning, here at RFPS.

Further rolling programmes/timetables will be available soon for each class.



**English:**

Through our English curriculum, our children engage in Quality First English lessons which allow them to read, write, speak and listen fluently so that they can express their ideas and emotions with others and others can communicate with them. Reading for information and for pleasure, especially plays a key role in allowing children to develop emotionally, intellectually, socially, culturally and spiritually. Daily Phonics and grammar sessions are a focus. In school, English is taught in discrete whole, group and individual sessions as well as the embedding of skills through other curriculum areas.

**Mathematics:**

We aim to promote and develop the competent and confident use of mathematical skills, knowledge and processes. Pupils are encouraged to use and understand Mathematics in real situations, where it is meaningful and relevant to their lives, now and in the future. The curriculum includes number, measurement, geometry and statistics. Great emphasis is given to developing good mental strategies to solve problems.

**Science:**

A good Science education is not only vital preparation for scientific literacy later in life; it is a portal to a world of possibilities.

In a rapidly changing world, where new developments in Science occur daily, we approach the teaching of Science as a process of acquiring knowledge rather than teaching a body of knowledge.

Developing scientific knowledge helps children to understand how the world works. Science develops through a process of hypotheses and experimentation.

**History:**

At Rivington Foundation Primary we view History not only as simple facts and dates but encourage pupils to become detectives who explore the past in an exciting way. History is taught mainly through a topic based approach and gives pupils a chance to explore a wide range of sources from which the past may come alive.

History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. We teach children to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We encourage first hand experiences through handling real artefacts and wherever possible arranging field work visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops.

**ICT:**

Computers and other technological aids are used throughout the school. ICT skills are taught as a discrete subject and as a means of supporting other areas of the curriculum. The children are encouraged to communicate ideas and information in a variety of forms, where appropriate, using equipment and computer software to enhance their learning. The school is Internet linked.

**Geography:**

Geography is a brilliant and exciting subject. It is concerned with inspiring children in the study of Earth's landscapes, peoples, places and environments. It is, quite simply, about understanding the world in which we live on a global to a local scale.

Geography is an essential component in preparing young people for life in the twenty-first century. It is concerned with the interaction between people and places. Indeed, as the pace of change quickens, communications become faster, and challenges to the environment multiply, a knowledge and understanding of Geography is more vital than ever. It teaches us skills such as data handling, numeracy, literacy, problem-solving, collaboration, analysis, research, decision making, creativity and ICT, which prepares us for adult life. Geography is all around us, it is relevant and we find that children are curious about it; it deals with important global issues such as the environment, development and sustainability.



**Art:**

Children are encouraged to express themselves creatively. They are provided with a wide variety of materials and are taught a range of different techniques. They are taught to be aware of shape, pattern, colour and design in two-dimensional and three-dimensional form. They learn about the work of different artists, both local, past and present and from a variety of different cultures.

**Design and Technology:**

Design Technology is a subject that allows children to be creative, show self-expression, with some rigorous techniques to develop and innovative designs. Children have the opportunity to use a variety of materials, develop motor skills and learn new processes to develop products fit for purpose. We expect children to persevere and use time, practise, and effort to ensure children learn from setbacks and still develop new designs. Children should consider other's needs, wants and values to develop high-quality designs that inspires and innovative ideas for the future. It allows children to appreciate inventions and develop understanding of how things work as well as teaching life skills like cooking. Children acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, computing and arts to create, take risks and use skills to ensure their designs are fit for purpose.

**PSHE:**

Personal, Social and Health Education (PSHE) and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and local community. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. We use a wide range of resources to ensure a broad and balanced PSHE and Citizenship curriculum. Children are encouraged to speak out and share their own thoughts and opinions within a safe and understanding environment.

**Music:**

We aim to give our pupils a range of opportunities to enjoy music and to develop their musical skills and understanding. Class music sessions include singing, playing, listening and composing, either as a class or as a small group. They will have opportunity to perform their own compositions or accompany songs and pieces being studied in class. They will be able to respond to the work to others such as their peers or published composers – from the earliest written music to the present day. They will be encouraged to discover and appreciate music from a wide variety of cultures and styles.

**Modern Languages: French and German**

Rivington Foundation Primary promotes French and German as our Foreign Languages. French vocabulary and phrases are introduced to children in Key Stage 1 through daily routines, songs and rhymes. Pupils at Key Stage 2 have weekly lessons where they learn French (Y3/4) and German (Y5/6) through listening, reading, speaking, responding and writing. Children also learn about life in France and Germany in order to develop their intercultural awareness and understanding.

**Visitors in School (Community Links):**

Visitors are invited into school to talk to the children on various subjects:

The police - stranger danger, road safety and vandalism, e-safety.

The fire service - fire safety talks to Y2 and Y6.

Local High Schools - discuss life at High School.

NSPCC - bullying and e-safety.

Urban Outreach – citizenship.

Unify Credit Union – Money management.

'Create' Bolton – the 'arts'.

Other visitors may be invited in to school to enhance topics being taught. Local visits, drama, theatre, sports coaches and local museum visits are used to bring subjects or themes alive.





### **British Values:**

At Rivington Foundation Primary School we take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, SMSC, PSHE and Citizenship lessons provide excellent opportunities to deepen and develop understanding. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives. The school makes considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, sporting events, a range of visits and use of outdoor education centres. Their strong rooted values-based understanding gives them an excellent platform for embracing difference.

### **Religious Education and Collective Worship:**

In accordance with the 1988 Education Act, the school aims to develop an awareness of the importance of Christian and moral values. Children meet each day for a whole school or class Assembly and Collective Act of Worship where they are encouraged to take part. We encourage values shared or held in common by Christians and others. We bring the children together and share the things that the school and the community value. Religious Education is an essential part of every pupil's education entitlement which extends understanding of the world we live in. The children learn about a variety of religions and the attitudes and values of different communities and faiths. They are encouraged to explore their feelings, attitudes and values as individuals and as members of the local community and the wider world. We also promote understanding and tolerance towards other races, beliefs and ways of life. Parents have the right to withdraw their children from religious education or collective worship

### **Additional/Special Educational Needs and/or Disabilities:**

At Rivington we are committed to ensuring quality of education and opportunity for all pupils, staff and all those receiving services from school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Provision is made for children with special educational needs within the normal class structure, in accordance with the new SEND guidelines 2014 and the school's policy, through the use of appropriate resources, with in-school support from the school's SEND co-ordinator, with help from specialist staff from the Inclusion and disabilities team and with expert advice from County Psychology Service and Lancashire Counselling Service, if necessary. We have focused expectations for all of our children with the school's assessment and monitoring provision allowing for even very small advances to be noted and celebrated with the child. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### **Equalities:**

We believe in equal opportunities for every child and family. Our Equalities Policy (available from school or on website) supports this as do our practices in school.

### **Homework:**

Formal homework is set on a regular basis as a normal part of school life to support standards of achievement and the quality of education provided during school hours. Parents are asked to help their child in learning their tables or spellings, reading at home, alongside all other homework. Sometimes children may be asked to undertake a research task or project or may be required to complete unfinished tasks at home. Full details can be seen in the School's Homework Policy.

It is important that parents support the school in this matter and provide their child with a quiet environment and time in which to complete their homework.

### **Reporting to Parents:**

Progress in all subjects is monitored and reported to parents in accordance with DfES guidelines. Parents will have three opportunities during the school year to meet with staff:

- Parents are invited to 'Meet their child's Teacher' during October, followed by an informal Parents' evening.
- In February our main consultation with parents takes the form of an open week where parents meet with their child's teacher during the day.



- In July, after reports have been sent home, parents who wish to discuss the report or who have specific concerns can choose to meet with the class teacher.
- We operate as an 'open door' - parents are welcome to see teachers whenever necessary- A small worry is better dealt with immediately before it becomes a problem. Please make an appointment for a mutually convenient time - Teachers are usually available on the same day after school for a chat, longer consultations may need a day or two notice. We will always try to meet at the earliest possible time – to help you and your child.

