



Parklands Community Primary School

Curriculum Policy

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Review Date : Autumn 2025

Reviewed by : Teaching and Learning Committee

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2015 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education’s Governance Handbook. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Intent -Vision and Values

At Parklands, we aim for our children to develop a love of learning enabling them to become lifelong learners. Our children will achieve their best in a happy and safe environment, becoming confident and aspirational members of the school community and wider society. We want our children to be the best that they can be!

Parklands Values

At Parklands we want our children to ‘Be the best you can be!’





Be a Parklands FRIEND!

					
Focused	Respect	Integrity	Excellence	Nurturing	Determined

Parklands Pillars

In order to achieve this, our curriculum at Parklands is categorised into 4 key areas known as the Parkland Pillars.

The staff and Governors of Parklands Community Primary School will:

Excellent Education 	Healthy Learners 	Community Minded 	Future Ready 
<ul style="list-style-type: none"> ➤ Have high expectations for all pupils to fully engage with their education to develop a lifelong love of learning. ➤ Encourage everyone to aim high and achieve their personal best and take pride in their successes. Be the Best that you can be! ➤ Provide an engaging curriculum that adapts to the needs of our children; leading to outstanding progress and outcomes for all. ➤ Inspire our children with a broad and balanced curriculum that makes meaningful links within a local, national and global context. ➤ Encourage our children with a wealth of memorable and engaging experiences in and out of the classroom. 	<ul style="list-style-type: none"> ➤ Nurture the physical and emotional well-being of our children, providing a safe environment where they feel confident, happy and valued. ➤ Encourage our children to find fulfilment in the friendships they make. ➤ Ensure our children know how to stay healthy on the inside and healthy on the outside. ➤ Ensure our children develop an understanding of their feelings in a supportive and nurturing environment. ➤ Provide opportunities for our children to discover, develop and nurture their own talents and interests. ➤ Ensure our children know how to stay safe in ever changing technical world. 	<ul style="list-style-type: none"> ➤ Provide a happy and safe environment where everyone is valued and feels listened to. ➤ Ensure our children show respect and tolerance for others. ➤ Celebrate our differences and our individuality. ➤ Develop respect for the school environment and the wider world. ➤ Create a stimulating vibrant learning environment which fosters inclusion and an exciting place for learning. ➤ Actively participate in our local community. 	<ul style="list-style-type: none"> ➤ Encourage all children to have goals and ambitions for their future. ➤ Encourage all children to be resilient problem solvers. ➤ Encourage all children to be self-aware, self-motivated and self-disciplined. ➤ Ensure all children are well supported and prepared for their future.

Children will experience a broad, balanced and interesting curriculum which will enable them to acquire essential knowledge, concept and skills. The Early Years curriculum for children in Reception classes incorporates the following areas of learning:

- communication & language;
- physical development;
- personal, social and emotional development;
- literacy;
- mathematical development;
- understanding of the world;
- the expressive arts & design.

The curriculum for pupils from Year 1 to Year 6 are carefully planned to incorporate both whole class teaching and adapted work as appropriate. The following subjects are taught; English, Mathematics, Science, Music, PE, Computing, History, Geography, Art and Design, Design and Technology, Languages and Religious Education. Personal, Health and Social Education (Jigsaw PSHE) is taught and embedded in all curriculum areas.

Implementation

The National Curriculum is the basis for our school curriculum but we have taken the opportunity to go beyond the specifications in order to provide a broad, balanced and engaging curriculum which excites, inspires and meets the needs and interests of our children.

Teaching and learning in all year groups is designed to follow a thematic approach. Each half termly topic is complemented by carefully chosen books that lay the foundations for purposeful cross-curricular learning to take place. At the heart of our curriculum is reading with the overarching aim to inspire all children to develop a lifelong love of reading and of books of all genres.

We provide first hand and practical learning experiences that allow children to develop interpersonal skills and build resilience. Our cross-curricular approach enables our children to make meaningful links with their learning but sometimes subjects will be taught separately.

Our curriculum is inclusive and takes account of children's interests and talents, particularly within the SSC. We believe in educating the whole child: enrichment activities play a key role in the primary years.

Assemblies play an important part in the life of our school, they are inclusive and respectful of all faiths. Parents have the right to withdraw their child from the teaching of Religious Education and from assemblies, if they so wish.

An individual policy is in place for the following subjects: English, Maths, PE, Jigsaw PSHE and RE. This policy outlines the aims, content and approaches for the remaining subjects which make up the wider curriculum. (See also Health and Safety Policy and Learning Outside of the Classroom.)

Science

At Parklands, we recognise the importance of Science in every aspect of daily life. Science increases pupils' knowledge and understanding of our world by developing investigative skills. It encourages the natural curiosity of the child, respect for living organisms and the physical environment and provides opportunities for critical evaluation of evidence. Our science curriculum supports the development of learning which enables children to become enquiry based learners.

There is a clear and comprehensive scheme of work (White Rose Science) in line with the National Curriculum where teaching and learning should show progression across all key stages within the strands of Science. Children are taught key scientific vocabulary linked to each topic and they use a range of resources to develop their knowledge and understanding of working scientifically. Wherever possible, teaching and learning should plan for practical investigative opportunities within Science lessons. In addition to this, the children will learn about famous scientists,

linked to the areas they are studying, whom have been influential in their field that break stereotypes and reflect the diverse world that we live in. Children will reflect on previous learning and link ideas together, enabling them to question and become enquiry based learners.

Computing

The computing curriculum is designed to equip children with the digital-literacy skills necessary to enable them to communicate and create in the digital world. Our computing curriculum is based on the NCCE curriculum (National Centre for Computing Education). Pupils are challenged to be as creative as possible with what they produce, using computational thinking to understand how the world works. Creative computing skills are used in both computing lessons and across other subjects to expose the pupils to a wide range of media and digital technologies. They are provided with all the key foundation skills that they need to which are then looked at and applied to different aspects of computing.

Online safety is an increasingly prevalent topic and at Parklands School we aim to provide the pupils with the skills and understanding they need to stay safe and be socially responsible when they are online in any context. Pupils discover both the benefits and the risks of being online and how to deal with any worries that they may have surrounding the internet. At the centre of the learning is enabling the children to make independent choices in order to protect themselves online.

Pupils will explore different areas of the computing curriculum e.g. evaluating digital content, using technology safely, respectfully and responsibly and identifying a range of ways to report concerns the importance of online safety is shown through displays within the learning environment; learning how computers work and how to use technology to create, manipulate and retrieve digital content; design, write and debug programs that accomplish specific goals; parents are informed when issues relating to online safety arise and further information/support is provided if required and access to resources which aid in the acquisition of skills and knowledge

History

At Parklands Community Primary School, we aim to provide a History curriculum that excites and intrigues our children while meeting the needs of all backgrounds, cultures and abilities. The children's historical learning journey has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that is broadly chronological and follows five fundamental golden knowledge threads that underpin all lessons. These threads are Leadership; Conflict; Society; Advancements; Legacy. Across the year groups, the children will be taught about a range of historical events, where they take place within a historical timeline and famous historical figures who have shaped the world today. Our lessons will encourage pupils to develop an appreciation of the past, evaluating a range of primary and secondary sources to give an insight about how people around the world used to live and how these interpretations may differ. At Parklands, our intent is to develop engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

History is taught through a topic driven approach with emphasis on the high-quality delivery of knowledge, enquiry and skills. Each class has a long-term plan which drives our History teaching. History is taught through a sequential series of steps starting with an irresistible hook and ending with an authentic outcome. Retrieval and recap tasks to monitor knowledge will be used throughout the unit of work, helping children to know and remember more. History will be linked to other areas of the curriculum (particularly Art, D.T and English) to develop children's wider knowledge and encourage them to see connections between subjects. Where appropriate, we use historical artefacts, visitors, workshops and trips to excite and intrigue our children to find out more about events and people from the past. We aim to give our children as much understanding as possible about what life was like in a particular period in history by having immersive, practical lessons, such as dressing up, re-enacting moments from the topic and whole school experience when appropriate.

Geography

The intent of the Geography Curriculum at Parklands Community Primary School is that our children will be inspired to gain a deep understanding of their local environment and the diverse surroundings throughout the wider world. All children will develop an understanding of the human and physical characteristics that surround them locally, nationally and globally. We intend to equip children with five fundamental golden threads that underpin the Geography curriculum and provide opportunities to consolidate and build knowledge every year. These threads are made up of the human environment, the physical world, sustainability, scale and place. Geography, by nature, is an investigative subject and we want to promote a love of outside learning to all children through exciting fieldwork. Through our teaching, we intend to promote thought, discussion and independence that ultimately enables all children to gain a greater understanding and knowledge of the world and their place in it.

In order to foster children's curiosity about the world, at Parklands, we are enthusiastic about Geography and encourage students to explore and ask questions. Geography is taught through a topic driven approach with emphasis on the high-quality delivery of geographical skills. Geography is taught through a sequential series of steps starting with an irresistible hook and ending with an authentic outcome. Each class has a long-term plan with three Geography topics which are to be covered over the year. Teachers are expected to consider opportunities to use the school grounds and the local area for fieldwork to enable children to base learning on first hand experiences to enhance teaching and learning in Geography.

Art

Through a robust, creative and engaging curriculum, we encourage children to explore the vibrant world of art. At Parklands School we use a variety of teaching and learning methods in art, with our core aim being to develop the children's knowledge, skills and understanding. Our broad art curriculum gives children the opportunity to investigate, explore and develop ideas as well as evaluate, revisit and improve their work. In addition to this, the children will learn about artists linked to the skills they are developing that reflect the diverse world that we live in. These opportunities have been planned deliberately to compliment topics taught in other subject areas, to provide a richer learning experience for our children. We merge the national curriculum into, what we believe, are the Four Fundamental Areas of art: to observe and experience, to plan in exciting ways, to create and refine, to reflect and celebrate. This enables children at Parklands School to express themselves creatively through a variety of media and techniques. Ultimately, we aim to establish and promote a life-long love of art.

Each unit of work is carefully planned to ensure the Four Fundamental Areas of art have been covered. By the time the children leave Parklands, they are left with a solid understanding of these areas and how they influence the artistic process. End goals are extremely important to us at Parklands and each unit of work will always finish with an exciting opportunity to showcase the skills they have been developing in a unique ways. By organising galleries, we ensure the children have opportunities to share and reflect upon their work regularly and celebrate the diversity of their artistic ideas. We do our best to provide extra-curricular activities such as school trips and visits from local artists.

Design and Technology

At Parklands, our Design and Technology (DT) curriculum empowers children to develop their skills in designing, making, and evaluating, alongside building their technical knowledge. Our curriculum is based on the Kapow scheme of work and encompasses areas such as structures, mechanisms, electrical systems, cooking, textiles, and the digital world.

Children are taught to integrate their designing and making skills with knowledge and understanding to create products. Skills are progressively taught using a cyclical approach, ensuring continuous development as children advance through the school. Evaluation is a key component of the design process, enabling children to adapt and improve their products—a crucial skill for life. Children's outcomes are captured through thematic learning, promoting cross-curricular connections that provide motivation and meaning to their learning.

The design process is grounded in real-life, relevant contexts to enhance learning. During the making stage, children are given choices and a range of tools to select from freely. They evaluate their products against design criteria, reinforcing technical knowledge and vocabulary. The key skills we teach include sewing and textiles, cooking and nutrition, and building structures and mechanisms, including electrical systems and digital literacy. Each key skill is

taught throughout the academic year, with DT lessons conducted every term. Our aim is to ensure high standards in DT education, giving equal weight to each stage of the process.

Modern Foreign Languages

At Parklands our French curriculum is creative and enjoyable with an emphasis on relevant practical scenarios, encouraging the pupils to have the confidence to experiment with language. Whether it be learning “Bonjour” up to holding a French conversation in Year 6, we are preparing the pupils to be able to communicate effectively in our diverse and multicultural world. At Parklands School, we believe that our Modern Foreign Language Curriculum (MFL) can provide a valuable insight to different cultures and societies. We believe that the skills, knowledge and understanding gained through learning a foreign language make a major contribution to pupils’ understanding of their own cultures and those of others. Language learning also lies at the heart of ideas about individual identity and community. For this reason, language learning can give children a new perspective on their own language and cultural identity. Pupils should be encouraged to be curious and ask questions about language. They should be encouraged to recognise that language is at the heart of all learning. It is how all information is received and communicated. Through exploration, experimentation and enjoyment pupils should be helped to develop their confidence and independence in communicating effectively with others.

MFL promotes a passion for language and communication within a worldwide community.

Music

At Parklands, we make music as creative and exciting as possible, with an emphasis on first hand practical experiences. All pupils are given the opportunity to experience playing a tuned instrument and sing a variety of songs to support their learning. Music is about enabling our pupils to develop a lifelong love of music. Through working in small groups and ensembles, pupils will develop skills in co-operation, self-confidence and commitment. Through the teaching of music, pupils develop an appreciation of a range of musical styles. They explore musical timbres, rhythms and instrumentation. They have opportunities to create, perform and evaluate their own, or group, compositions. Pupils are also encouraged to use improvisation as a form of musical expression. Music plays an important role in helping pupils to feel part of a community. We organise and collaborate in projects to enable pupils to share their musical skills at different events, both inside and outside of school.

The music curriculum ensures all children have the opportunity to sing, listen, play, perform and evaluate. This is embedded in the classroom through the structured music programme ‘Sing Up’ as well as the weekly music assemblies, performances, musical clubs and teaching from specialist music teachers. We have ensured that the curriculum that we deliver supports the Non-Statutory Model Music Curriculum (2021). Music is taught so that children are able to use some of the technical language of music to understand how it is made, played, appreciated and analysed. Children learn key aspects of music through cross-curricular links such as mathematical songs. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. At Parklands, composing, improvising and performing using voice or instruments forms part of the music curriculum. We have strong links with the wider community e.g. care homes, Rotary club, University of Chichester and West Sussex Music.

Learning Outside the Classroom (see LOtC Policy)

We believe that it is vitally important to provide many opportunities for our pupils to enrich and enhance their Learning Outside the Classroom (LOtC) and through educational visits or visitors. These activities may include local walks, visits to museums, environmental studies, sports, physical and cultural activities.

To enhance learning further, our children work with other external partners on exclusive exciting projects including Pallant House Gallery, Chichester college (STEM project)etc....

The school is a member of the West Sussex School Sports Partnership and this membership allows us access to high quality sports training for teachers, regular local and sporting competitions. We have a good range of sporting after

school clubs, sporting equipment and work with our colleagues to develop initiatives with our pupils such as Future Flyers

Extra-curricular clubs allow the children to participate in a wide range of other activities in the arts and STEM.

This wide range of opportunities allow children to gain confidence, explore their skills in a more specialist area and have a greater understanding of their local community.

SEND and Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all children.

Teachers will plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

Impact (See Assessment Policy)

The impact of core curriculum teaching is judged through formative and summative assessment as detailed in the Assessment Policy. A progressive scheme of work underpins the teaching in each of the foundation subjects. Children's attainment and progress is judged termly against the **key** knowledge and skills objectives that have been taught as part of each learning journey. Judgements are made through the use of formative assessments and recorded on the school assessment system.

Roles and Responsibilities

Governors

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- It fulfils its role in processes to dis-apply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Subject Leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject
- support and advise colleagues on issues related to the subject

- monitor pupils' progress in that subject area
- provide efficient resource management for the subject.

The school gives subject leaders time, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan and lead for improvement. This development planning links to whole-school objectives. Each subject leader, with support from the SLT, reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work. They are responsible for learning walks, pupil book looks, lesson visits, reviewing subject policies, pupil voice and discussions with staff about how improvements can be made.

Monitoring and Review

In the interests of continuous improvement, in order to evaluate its effectiveness, and to incorporate additional guidance and requirements, it is imperative that this policy is reviewed as part of the two-year cycle. This review should take the form of staff consultation and discussion, which in turn will contribute to the on-going development and ownership of the policy.