



**'Aim High. Work Hard. Achieve Excellence**



## Curriculum Statement

A shared vision, shared beliefs, shared attitudes and shared values are the building blocks for our school culture and curriculum, and for how things are done on a day-to-day basis at Carr Head Primary School.

Our values will guide our actions and support our school vision and the commitment we make to each other and to our pupils. We know who we will be for each other and for pupils. We will use these values to guide our decisions and resources as we move forward.

### Core Values

**At Carr Head Primary School, we C.A.R.E.**

**COURAGE:** We believe in ourselves and have the determination and resilience to achieve our goals.

**ASPIRATION:** We have the ambition and hope for everyone to achieve and develop the knowledge, understanding and skills that prepare them well for the future.

**RESPECT:** We recognise the value and importance of others, ourselves and our school.

**EXCELLENCE:** We all strive to be the best we can be and do the best we can do.

### Intent: Our Curriculum Aims and Key Principles

Through partnership with parents, carers and the wider community, we aim to prepare all our children for their futures by nurturing a love of learning through a curriculum that is rich with opportunity, experience and challenge, within an atmosphere in which the children feel secure and valued. A broad curriculum builds on the knowledge, understanding and skills of all children, whatever their starting points. The curriculum ensures that academic success, creativity and problem-solving, responsibility and resilience, as well as physical development and well-being are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates diversity and utilises the skills, knowledge and cultural wealth of the school and wider communities, while supporting the pupils' spiritual, moral, social and cultural development. Children's independence, resilience and confidence is promoted by building on our core values and teaching and learning principles.

Our curriculum:

- is underpinned by aims, values and purpose,
- develops the whole person - knowledge, skills, understanding and attitudes,
- is broad, balanced, and has clear progression in subject knowledge and skills,
- is filled with rich first-hand purposeful experiences,
- is flexible and responsive to individual needs and interests,

- embeds the principle of sustainability,
- has an eye on the future and the needs of future citizens,
- encourages the use of environments and expertise beyond the classroom,
- makes meaningful links between areas of knowledge across the curriculum and the major issues of our time,
- has a local, national and international dimension.

To achieve this, we have adopted **7 Key Principles**. We will:

- have **high expectations of all** and provide a '**learning without limits**' approach to teaching and learning;
- impart knowledge accurately and with enthusiasm which generates high levels of **commitment** from children;
- provide as many memorable **first-hand experiences** as possible;
- make the **outdoor environment** an integral part of provision;
- promote **health and safety** including e-safety in all areas of the curriculum;
- take the school into the **community** and bring the community into school.

## Curriculum Organisation

The National Curriculum forms the basis of our long-term curriculum plan. Skills, knowledge and understanding are taught in the context of a termly over-arching theme or topic. Occasionally, shorter mini topics are used to inject variety, to develop local, national and global awareness of current events, and to ensure the fulfilment of all statutory requirements. Subjects, for example history, geography or science, lead some topics, whilst others are led by inspiring literature or events. Literacy is always a focus, either where the topic is led by a quality text – or that there are plenty of opportunities to write in specific genres as part of learning in other subjects. Additionally, several elements of literacy, such as reading, phonics, handwriting and SPaG are timetabled on a daily or weekly basis. Currently, maths takes the form of a daily lesson as well as additional mental maths sessions, and we are considering how we can adopt a more cross-curricular approach in this area too.

## Implementation: Effective Teaching

At Carr Head Primary School, we embrace a pedagogy of 'Learning without limits'; an approach which expects all children to reach or exceed national expectations, to fulfil their early promise and develop latent potential. High expectations of progress apply equally to all including those identified as having special educational needs. Teaching and learning are characterised by ambitious objectives, challenging targets, effective and timely feedback to pupils on next steps, rapid intervention to keep pupils on trajectory, and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain trajectory. The teacher's priority is to support children so that they can make good rates of progress. Traditionally it was expected that teachers would differentiate by task or expectation and many different levels of success were accepted, this approach often ran the risk of lowering expectations. Today, the effective teaching practices at Carr Head Primary School see teachers expecting everyone to succeed by adapting teaching and learning opportunities and by offering higher levels of support or extra

challenge for those who need it, so that all pupils can access the learning at the expected year group standard.

We believe that children learn best when:

- They are happy, secure, respected and valued as individuals;
- Learning is positive, enjoyable, and rooted in life experiences;
- The learning environment is inspiring and interactive, and fosters curiosity and a love of learning;
- There is a commitment to provide an environment where the safety and well-being of children is paramount;
- Children are encouraged to have high expectations of themselves and high aspirations for the future;
- We teach our pupils to become increasingly independent learners, reflect on their learning, and identify their next steps;
- Through a shared language and approach, we aim to nurture a child's emotional and social development;
- Children are encouraged to develop respect for themselves, for others, and for the environment;
- Children become aware of their community including local, national and international communities;
- Everyone working in or visiting our school feels special, challenged, and valued for their contributions.

### **Key Foci for Effective Teaching:**

#### **1. Quality First Teaching**

- Highly focused lesson design with sharp objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate and challenging use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue (including peer support);
- Effective formative assessment accurately informs next steps;
- Promote the development of a growth mindset so that children develop resilience and accept responsibility for their own learning

#### **2. Target Setting**

- Individual children's progress tracked;
- Strengths and weaknesses identified;
- Supporting planning and intervention;
- Data collected on a regular basis and shared with staff and children;
- Children have regular opportunities to discuss their progress. Teachers actively involve children in setting and reviewing their progress towards their targets;
- Teaching, interventions and revision programmes are adjusted in the light of progress children make;
- Parents and carers are regularly updated on their child's progress;
- Processes run across the whole school to ensure consistency and are regularly evaluated by SLT to ensure that the needs of all children are being met.

### **3. Focussed assessment**

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- Assessment for Learning (AfL) are evident across the school – learning objectives, learning outcomes, success criteria, self and peer evaluation, pupil conferencing, effective feedback

### **4. Intervention**

- Individuals and groups who are not making sufficient progress are identified;
- Provision for intervention is mapped according to need;
- Detailed plans are put in place;
- Interventions are evaluated and relevant adjustments are made;
- Pupil Progress Meetings allow opportunity to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

### **5. Learning environment**

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and ICT developed to allow children to work independently and successfully;
- Use of working walls in classrooms to support learning;
- Make effective use of other spaces including the outdoors;
- Displays across school to be a mixture of celebration of children's work, supportive resources and information.

### **6. Extended curriculum**

- The school offers a range of activities and clubs which enhance and extend the basic curriculum;
- We ensure access for all;
- Parents and carers, as well as the wider community, are involved in extended provision;
- Access to other services is provided or arranged, including health and social services.

### **7. Supporting children's wider needs**

- The school maintains close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children.

## **Implementation: Effective Learning**

We acknowledge that people best learn in different ways and recognise the need to build on best practice in early years by building on the three characteristics of effective learning: building resilience, active learning, and creating and thinking critically.

We offer ways for children to learn in different ways including:

- Investigation and problem solving;
- Open ended tasks;

- Reasoning;
- Research and finding out, with independent access to a range of resources;
- Group work, paired work and independent work;
- Effective questioning;
- Presentation and drama;
- Use of ICT;
- Visitors and educational visits;
- Creative activities, designing and making;
- Use of multimedia, visual or aural stimulus;
- Participation in physical or athletic activity;
- Homework;
- Extra-curricular clubs and activities.

We also recognise research into 'Cognitive Load Theory'. Learning is about acquiring knowledge and making connections. Before information enters the long-term memory, it needs to be processed by the short-term or working memory which has limited capacity. The brain is not able to retain knowledge if it is overloaded, i.e. if we are given too many things to think about at once. Cognitive load theory is not about minimising cognitive load: it is about not exceeding the cognitive load that people can deal with. Deep learning requires cognitive load (learning is hard!), but it must be relevant to the task and help rather than hinder learning. For this reason, we teach knowledge in such a way that the knowledge is transferred into the long-term memory so that cognitive load allows opportunity for deeper learning and application of learnt skills.

## Inclusion

The needs of all children are considered carefully when planning teaching and learning at Carr Head Primary School. We want children to reach their full potential. Where necessary, teachers identify which children are not making progress and take steps to improve their progress and attainment in maths, usually in liaison with the SENDco.

### Special Educational Needs

We recognise that there are children of widely different needs in all classes, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the child. We achieve this in a variety of ways by:

- Scaffolding (temporary support that is removed when it is no longer required)
  - Support could be visual, verbal, or written.
  - Writing frames, partially completed examples, knowledge organisers,
  - Support with getting equipment needed
- Explicit instruction (teacher demonstration followed by guided practice and independent practice)
  - Worked examples with the teacher modelling and thinking out loud to teach children
  - Using visual aids and concrete examples promoting discussion and links in learning.
- Cognitive and Metacognition Strategies

- Cognitive strategies - memorisation techniques or subject specific strategies
- Metacognition strategies (help pupils plan, monitor and evaluate their learning)
- Chunking the task through provision of checklists, instructions on a whiteboard or providing one question at a time.
- Prompt sheets
- Flexible Grouping (pupils are allocated to smaller groups based on the individual needs)
- For collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept.
- Pre-teaching key vocabulary
- Use technology (assist teacher modelling or used to give feedback)
- Use a visualizer to model worked examples.
- Online quizzes to check understanding

### Equal opportunities

At Carr Head Primary School we have high expectations for every child, whatever their background, ability or circumstances. We know that children learn best when they are healthy, safe and engaged. To engage all children, cultural diversity is celebrated. Our curriculum includes resources which represent a variety of cultures and backgrounds. We value what each individual child brings to our school.

## Our Curriculum

### EYFS Curriculum

In Reception (Oak Class), we follow the Early Years Statutory Framework for the Early Years Foundation Stage, updated in September 2025 by the DfES.

Four guiding principles shape our practice in our early years setting. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents/carers

- Importance of **learning and development**. Children develop and learn at different rates. Our Early Years provision meets the education and care needs of all children in Early Years provision, including children with special educational needs and disabilities (SEND).

In planning and guiding what children learn, practitioners reflect on the different rates at which children are developing and adjust their practice appropriately. Three **characteristics of effective teaching and learning** are:

- **Playing and exploring** – children investigate and experience things, and ‘have a go’
- **Active Learning** – children concentrate and keep on trying even if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional development**
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis. Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving.

The level of development children is expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). The ELGs are not used as a curriculum and do not limit the wide variety of rich experiences crucial to child development. The ELGs support our teachers to make holistic, best-fit judgments about a child’s development, and their readiness for year 1. When making a judgement about whether an individual child is at the expected level of development in relation to each of the ELGs, teachers draw on their knowledge of the children and their own expert judgement.

Statutory framework for the Early Years Foundation Stage: [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

## English

Our English curriculum aims to develop pupils' spoken language, reading, writing and grammar and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We develop our pupils' speaking and listening skills and wider understanding of language by teaching our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions in different contexts. Their vocabulary is developed systematically.

Our pupils are exposed to a rich reading environment and encouraged to read for pleasure, to read widely and with increasing independence. We use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills. Phonic awareness helps the development of reading by segmenting and blending sounds. Our systematic phonics programme follows 'Red Rose Letters and Sounds' and begins soon after the children start school in EYFS. The children are heard reading on a regular basis both individually and in groups. Guided reading and Whole Class reading sessions use strategies for developing and monitoring reading comprehension and sessions cover both fiction and non-fiction books. Parents are given clear expectations about how they can support reading at home.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. Strategies for planning and monitoring writing composition are taught explicitly. Fluent written transcription skills are promoted by encouraging extensive and effective practice and explicitly teaching spelling. Children are given extensive opportunities to practise their handwriting. We provide opportunities for writing for purpose, and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences.

National Curriculum English Programmes of Study:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

## Maths

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

- Become fluent in the fundamentals of mathematics
- Can reason mathematically
- Can solve problems by applying their mathematics.

At Carr Head, we use 'Red Rose Mastery Maths' as the foundation for the teaching of maths across school. A mastery curriculum rejects the idea that a large proportion of people 'just can't do maths' (NCETM 2016) and instead focuses on the idea that all pupils can achieve depth in their learning which can be accomplished by using key principles including:

- representation and structure (effective pedagogies for modelling, concrete-pictorial-abstract approaches, effective use of manipulatives and transition between them)
- coherence (curriculum design, progression of objectives, sequencing learning, small steps, contextualising learning between different areas of mathematics)
- mathematical thinking (effective questioning, identifying patterns and relationships, deep understanding through reasoning and problem solving, supporting children to achieve deeper learning where appropriate)
- variation (progression through representations using conceptual variation, progression through questioning using procedural variation)
- fluency (efficiency, accuracy, flexibility, developing unconscious competence)

Our maths curriculum is designed to provide all children with the opportunity to develop these skills over time. We aim to deliver lessons that are creative and engaging.

Children who grasp concepts rapidly will be challenged through the provision of a range of rich, sophisticated problems rather than being accelerated onto new content. Additional practice will be provided for those who are not fluent with earlier materials and concepts.

We want the children at Carr Head to understand the world, reason mathematically, have an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.

National Curriculum Mathematics Programmes of Study:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335158/PRIMARY\\_national\\_curriculum\\_-\\_Mathematics\\_220714.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf)

## Science

Science may be taught as a separate lesson or linked to our topic work where appropriate. We encourage our pupils to be curious about natural phenomena and to be excited by the process of understanding the world around them. Key scientific terminology will be introduced each lesson and knowledge will be built upon throughout the school. Pupils will be encouraged to work scientifically and will be able to carry out simple tests and experiments using equipment and to gather and record data. Whilst at Carr Head Primary School, children will learn about plants, animals including humans, materials, seasonal change, habitats, rocks, light, forces, states of matter, sound, electricity, earth and space and evolution and inheritance. Provision is enhanced by the promotion of outdoor learning, especially through the creation of a new nature area, the opportunity to participate in Forest School, and an on-going commitment to remain an 'Eco-School'.

National Curriculum Science Programmes of Study:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425618/PRIMARY\\_national\\_curriculum\\_-\\_Science.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf)

## Geography

In our school the teaching of geography inspires in pupils a curiosity and fascination about the world. Geography teaching at Carr Head focuses on enabling children to be geographers. Our curriculum is planned to ensure a geographical knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and

human processes. Geographical knowledge is taught alongside the development of subject specific skills including; being able to collect, analyse and communicate data gathered through field work, being able to interpret a range of sources of geographical information and to communicate geographical information.

National Curriculum Geography Programmes of Study:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239044/PRIMARY\\_national\\_curriculum\\_-\\_Geography.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf)

## History

The teaching of history inspires curiosity about the past and how it has shaped the world in which we live today. History teaching at Carr Head focuses on enabling children to think like historians. Our curriculum is planned to ensure historical knowledge is taught alongside the development of subject specific skills including; chronology, interpretations of evidence, changes within a time and across time periods and cause and consequence.

We want pupils to be able to ask pertinent questions about the past, analyse evidence, think critically, appreciate different perspectives and develop informed judgements. Pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people.

National Curriculum History Programmes of Study:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239035/PRIMARY\\_national\\_curriculum\\_-\\_History.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)

## Art and Design

Art has a very important place in our curriculum. We see art as a vehicle for creativity and individual expression, and it provides opportunities for collaborative work. It is an important form of cultural expression and therefore has significance and meaning for all our children. Our teaching aims to ensure that all pupils can explore their ideas, record their experiences, as well as explore the work of others, and evaluate different creative ideas to enable them to produce creative, imaginative work. Children will become confident in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers, and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance, for children to develop their emotional expression, through art and become confident to express themselves and further enhance their personal, social and emotional development. Sketchbooks will be used as a space, to think creatively critically and with imagination.

National Curriculum Art Programmes of Study:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239018/PRIMARY\\_national\\_curriculum\\_-\\_Art\\_and\\_design.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf)

## Design and Technology

At Carr Head Primary School, children receive a design and technology curriculum which allows them to exercise their creativity through designing and making. Design and Technology gives pupils the skills that enable them to think creatively and imaginatively to design, make and evaluate products within a variety of contexts. Pupils are encouraged to become independent, creative problem-solvers and thinkers as individuals and as part of a team. The children are taught to combine their designing and making skills with knowledge and understanding to design and make a product. Skills are taught progressively to ensure that all children can learn, practice and develop as they move through the school. Evaluation is an integral part of the design process and allows children to adapt and improve their product. Food technology is implemented across the curriculum with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this. D&T allows children to apply the knowledge and skills learned in other subjects, particularly Maths, Science and Art. Children's interests are captured through theme learning, ensuring that links are made in a cross-curricular way, giving children motivation and meaning for their learning.

National Curriculum Design and Technology Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study/national-curriculum-in-england-design-and-technology-programmes-of-study>

## Computing

Our aim is for children to become confident users of technology and to develop the skills and knowledge relating to Computer Science, Digital Literacy and Information Technology. Computing education is an integral part of preparing children to live in a world where technology is continuously evolving. Work and social activities are being increasingly transformed by access to varied and developing technology. We endeavour to ensure that our children fully grasp the relevance of and the possibilities of emerging technologies so that they can play a part in this rapidly changing landscape. Our intention is to build upon children's knowledge and understanding from Foundation to Year 6 following the expectations of the National Curriculum 2014. The school uses the National Centre for Computing Education resources as a basis for providing a clear and comprehensive scheme of work in line with the National Curriculum. E-safety is developed both through the NCCE resources, and through PSHE lessons.

National Curriculum Computing Programmes of Study:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239033/PRIMARY\\_national\\_curriculum\\_-\\_Computing.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239033/PRIMARY_national_curriculum_-_Computing.pdf)

## Modern Foreign Language

From Year 3 to Year 6 we teach French to all children. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic

pronunciation, and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. We will have discreet lessons on the timetable, but we will also integrate the foreign language into the everyday routine.

National Curriculum Language Programmes of Study:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239042/PRIMARY\\_national\\_curriculum\\_-\\_Languages.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf)

## Music

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils will also be taught to play untuned and tuned instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. The 'Kapow' programme supports our teaching of music across the school.

National Curriculum Music Programmes of Study:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239037/PRIMARY\\_national\\_curriculum\\_-\\_Music.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf)

## Physical Education

Our PE sessions will be both indoor and outdoor for Reception and Key Stage 1. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Key Stage 2 pupils will also complete lessons inside and outside and may also visit other facilities including the local swimming pool. Swimming is introduced to the timetable in Year 5. We ensure wider participation in the community by involvement in interschool sports and swimming tournaments, local authority and Trust based competitions.

PE Programmes of Study:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239040/PRIMARY\\_national\\_curriculum\\_-\\_Physical\\_education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf)

## P.S.H.E / R.S.E

Through our PSHE / RSE curriculum, we aim to give pupils the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships to embrace the challenges of creating a happy and successful life. We encourage pupils to develop the skills to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. We believe that effective PSHE education can encourage young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Through high quality, evidence-based and age-appropriate teaching of PSHE pupils can become more prepared for the opportunities, responsibilities and experiences of adult life. It also enables the Carr Head family to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society according to legislation.

In July 2025 the Department for Education released updates to the [statutory guidance for Relationships, Sex and Health Education](#). This replaces the current, 2019 guidance, though schools have until September 2026 to adapt their curriculum to reflect these updated requirements. At Carr Head Primary School, we have already begun to implement the updates to our RSE curriculum through adopting the 1Decision resource to help deliver the new statutory requirements. These statutory RSHE requirements cover Relationships Education at key stages 1 and 2, and Health Education from key stage 1 to 4.

National Curriculum PSHE programmes of Study:

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

Relationships and Sex Education and Health Education Statutory Guidance: [Relationships and sex education \(RSE\) and health education - GOV.UK](#)

## Religious Education

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in Lancashire. Religious Education (RE) is taught to all children except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

Religious Education DfE Guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190260/DCSF-00114-2010.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf)

## Topics / Themes

We use topics or thematic learning to deliver subjects within the curriculum. Our topic programme is carefully balanced and planned to be age appropriate across the years. Curriculum maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art and design, literacy and where appropriate maths and science are linked in topic teaching because this helps children to develop their understanding of the world by making connections. So, for example, a history Romans topic could include urn making in

art, catapult construction in design and technology and catapult testing and measuring in maths and science. Our topics have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. Topic time also provides further opportunities to learn about people and cultures.

## Enrichment Curriculum

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A successful enrichment programme that draws upon a wide range of available opportunities and adult skills is offered through maximising the use of our school environment, local visits / visitors, school trips, visiting specialists, and themed days and weeks where appropriate. The programme is varied and planned throughout the year.

### Outdoor Learning

Outdoor Play and Learning both across the curriculum and during playtimes, fosters a love of learning. We believe that all children have the right to experience the unique and special nature of being outdoors. We further believe that it is important to enable children to use the outside environment as a context for learning. At Carr Head Primary School, we believe that all children need opportunities that allow them to explore, manipulate, experience and affect their environment.

Benefits of Outdoor Play / Learning include:

- helping to ensure that children are successful learners enabling children to develop knowledge and skills in ways that add value to their everyday learning experiences.
- enabling children to be confident individuals and impact positively upon young children's attitudes beliefs and self-perceptions. Outdoor Play and Learning contributes towards creating independent learners with high self-esteem and self-sufficiency.
- have a positive impact upon children's behaviour.
- contribute towards the promotion and children's understanding of the importance of developing a healthy lifestyle.
- a positive impact upon children's personal and social development. It can also bring about community cohesion and allow children to develop as responsible citizens who make a positive contribution to their wider community. It can create pride in the school and wider community and promote community involvement, renewing children's pride and creating a sense of belonging and responsibility.
- raises learners' attainment, promotes and strengthens communication skills, teamwork and sense of cohesion.
- There is clear evidence that boys are more active in their learning in an outdoor environment

## Forest School

Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth. It is a program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world, and an understanding of how a learner fits within it. The approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and we grow by overcoming them. Forest School therefore, helps children to become, healthy, resilient, creative and independent learners. At Carr Head Primary, provision for Forest School is facilitated by a qualified Forest School facilitator. During their time at Carr Head Primary School, the children will experience the outdoors across all three seasons.

## Trips and Visits

We plan a series of trips throughout the year for each year group, and these are communicated to parents at the start of the academic year. The trips are directly linked to our topic work for example a Victorian Seaside Holidays topic may include a trip to Blackpool Tower to allow children to learn about and experience the history of a seaside town. We organise biennial residential trips for our Year 5 and 6 pupils.

## Workshops and Specialists

Where appropriate, each year group may take part in a workshop during the academic year. These link to their topic work or to a whole school theme. We invite specialists from a range of outside agencies to facilitate such workshops.

## Importance of Outdoor Play

In developing the whole child, the school strives to promote pupils' personal development and welfare. Children in British primary schools spend 20% or 1.4 years of their school attendance in play. Research shows that play contributes to children's physical and emotional health, well-being, approach to learning and enjoyment of school. Given the importance of play in children's lives and current concerns about children's health and opportunity to access time and space to initiate their own play outdoors, there are considerable benefits for children, parents, school and the wider community from participating in outdoor learning and play. Between 2022 and 2024, the OPAL Primary Programme supported school to embed play into school's policies and practices, and in establishing clear guiding principles and strategies for initiating changes at playtimes. We continue to provide rich outdoor play experiences for the pupils during playtimes at school.

## The role of Governors

Our Governors are involved in monitoring the consistent approach to Teaching and Learning at Carr Head Primary School. Governors monitor practice in the following ways:

- Reports and presentations received at Governors meetings
- Subject and School Development Area governors liaise with leaders for information about progression
- Teaching and Learning is a standing item on every agenda.

## The Role of Parents

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Sharing curriculum maps and Knowledge Organisers on the school website.
- Holding regular Parent's Evenings.
- Inviting parents into school to share in their child's learning.
- Holding parent workshops where we explain assessment procedures and teaching and learning strategies.
- Annual Reports are shared once a year.

## Impact

The impact of our curriculum will be measured using assessment procedures which allow us to measure outcomes against all schools nationally. These include (but are not limited to):

- Termly pupil progress meetings.
- End of unit assessments.

- Annual summative assessment in all subjects.
- EYFS % of pupils achieving a 'Good level of development' (GLD)
- Phonics Screening Test at the end of Year 1 (Year 2)
- End of KS1 % of children working towards or at the expected standard and at greater depth in reading, writing and maths
- Multiplication check at the end of Year 4
- End of KS2 % of children working towards or at the expected standard and at greater depth in reading, writing and maths

More importantly, our curriculum's success and impact will in fact be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them into lifelong learners and valuable future citizens.