



Policy for the Curriculum

**Reviewed by Full Governing Body on
Further reviewed: May 2020, March 2023, March 2024, March 2025, March 2026**

Signed: __Victoria Davis__

Chair of Governing Body

Next review: March 2027

At Walmley Infant School, we fully endorse the Curriculum Statement made by Birmingham City Council.



BIRMINGHAM CURRICULUM STATEMENT

1. PREAMBLE

In Birmingham community cohesion means working towards a society in which strong and positive relationships flourish and continue to be developed in schools, the workplace and wider community. This is achieved through our shared values of democracy, the rule of law, individual liberty, tolerance and mutual respect for people. The Equality Act 2010 places a duty on us to eliminate discrimination, advance equality of opportunity and to foster good relations. To achieve this, every child in Birmingham should have the best opportunity to go as far as they can in life and education is the key to that success. This is our commitment to equip children and young people to be happy, talented, confident and ambitious citizens of Birmingham and of the world.

2. THE STATEMENT

A statement for our children in Birmingham: a guarantee for their future.

ALL children in Birmingham will experience a broad and balanced curriculum enabling them to grow and learn in an environment without prejudice or inequality. It will prepare them for adult life by:

- ✓ enabling them to play an active role in their school and community
- ✓ experiencing a culturally rich and diverse life
- ✓ developing and benefitting from a range of positive relationships

The curriculum will:

- ✓ promote children's engagement in learning through enquiry-led approaches that develop skills, dispositions and attitudes to learning
- ✓ equip children for their futures in a rapidly changing world recognising the importance of technology, science, languages and communication for dialogue and understanding between different groups
- ✓ value, celebrate and build on children's religious and cultural heritage and develop a sense of identity, honouring the United Nations Convention on the Rights of the Child (UNCRC)
- ✓ promote the fundamental shared values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- ✓ help children develop an understanding of all faiths and none, and participate in the celebration of different religious events in understanding and accepting differences
- ✓ develop children holistically: their intellectual, practical, aesthetic, spiritual, social and emotional capacities

- ✓ ensure an understanding of protected characteristics of the Equality Act and how through diversity they can be celebrated
- ✓ develop children to take the lead, accepting responsibility for their behaviour, to show initiative and compassion for others, to make a positive difference in their own lives and in the lives of those living and working in their local, national and global communities

At school, all children and young people will be given the opportunity to learn the benefits of physically and emotionally healthy lifestyles, by participating in high quality personal, social and health education including sex and relationships education. Opportunities will be provided for children to explore their talents and abilities through:

- ✓ developing an appreciation of the arts
- ✓ taking part in a wide range of physical activities, sports and games
- ✓ developing a sense of self in a non-judgemental, mutually supportive environment
- ✓ experiencing music and its intrinsic value for enjoyment and self-expression through performing, singing and the playing of instruments
- ✓ experiencing social, moral, spiritual and cultural education that broadens children's awareness and understanding of the world and their place within it
- ✓ independent careers advice that inspires and motivates them to fulfil their potential

The UNCRC, Article 29 states that education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment. We will not allow any attempts to narrow the curriculum, or to deny our children and young people their right to education.

Signed



***Councillor Jayne Francis
Cabinet Member for Education, Skills and Culture***



***Councillor John Cotton
Cabinet Member for Social Inclusion, Community Safety and Equalities***

Date: March 2019

Ethos

At Walmley Infant School, we believe that our children should develop a love of learning and show care and respect for each other within the context of a happy, secure and challenging learning environment.

Equal Opportunities

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

It is the responsibility of all staff to ensure that all children are treated equally, regardless of their background, gender, race or ability. We are an inclusive school and teach the subjects of the curriculum to all children, respecting individual needs. Through our curriculum, we provide learning opportunities for all pupils including those with special educational needs, disabilities, More Able and Talented and those learning English as an additional language. (See Equality and Diversity Policy).

Aims

The aim of this policy is to provide an overarching framework which translates the values and aims of the school into effective teaching and learning so that all children can reach their full potential. The curriculum at Walmley Infant School is designed to fulfil statutory requirements as well as to equip learners with the skills they will need to become responsible community members who have positive values:

- The Curriculum is not solely the Early Years Foundation Stage Curriculum or National Curriculum although this is the legal foundation because it secures an entitlement for all children
- The curriculum embraces all the learning activities which take place in school, whether they are in lessons or part of the informal learning within and beyond the school day
- We are concerned with the intellectual, physical, social, moral, cultural and spiritual development of each child
- Our EYFS and KS1 Curriculums are broad and balanced; rich in creative activities, experiences and enjoyment
- We aspire to high standards for all our children, enabling them to reach their potential and celebrating each child's unique achievements
- We aim for the children to develop their curiosity and to become independent thinkers and resourceful learners
- We want to give the children a positive start to school and a firm foundation for learning for the rest of their lives
- As a school we are committed to ensuring that all pupils in our school experience a fulfilling and positive educational experience

- We will work in partnership with parents/carers, having an open dialogue so that they fully understand what their children are being taught as well as about their achievements.

The Curriculum for EYFS

The curriculum for Nursery and Reception children is determined by the Early Years Foundation Stage Curriculum (EYFS) and is planned through:

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

A revised Early Years Foundation Stage Curriculum was implemented in September 2021.

The Curriculum for KS1

The curriculum for children in Years 1 and 2 (KS1) is determined by the National Curriculum and is planned through:

- English
- Mathematics
- Science
- Design and Technology
- Computing
- History
- Geography
- PE
- Music
- Art and Design
- Personal, Social and Health Education

In addition, Religious Education is taught as a statutory requirement, and we follow the Birmingham Agreed Syllabus 2022 which is non-denominational but broadly Christian in nature. Copies of the syllabus are available for parents to see if they request.

Organising and Planning the Curriculum

The planning in Early Years is based on the Early Years Foundation Stage Curriculum. Medium term plans are created by staff in the Nursery and Reception which remain as working documents from which weekly plans are formed. The knowledge and skills taught are shared with parents at the start of each half term in the form of a Curriculum Overview.

Progress is tracked using Tapestry which is an online journal. This is shared online with parents/carers of all children in our EYFS.

The sequence of teaching in Key Stage One is based on the National Curriculum. Year groups take a flexible approach to planning and while creating medium term plans at the start of each unit, as well as Subject Knowledge Organisers.

In Key Stage One, progress is tracked using Tapestry. Children's understanding of PSHE concepts is recorded by Pupils on SCARF reflection sheet. Assessment has been developed by the RE Subject lead and aligns with the Birmingham SACRE Syllabus.

Enrichment Opportunities

In addition to timetabled activities, we enrich the children's school experiences by arranging subject focused days e.g. Science Day, World Music Day. We welcome a wide range of visitors to school; arrange visits out to other places, both in the immediate environment and further afield. A range of lunchtime and after school activities are also offered that enrich the curriculum.

Rights Respecting School

In 2017 Walmley Infant School became a UN Rights Respecting School. Rights associated with the curriculum include:

Article 3 - the best interests of the child must be top priority in all things that affect children

Article 12 - the right to be heard

Article 13 - the right to an opinion

Article 14 - the right to practice their religion

Article 23 - the right to inclusion if a child is disabled

Article 27 - the right to have physical, social and mental needs met

Article 28 - the right to education

Article 29 - the right for education to develop every child's personality, talent and abilities to the full and that education must encourage the child's respect for human rights, as well as respect for their own and other cultures, and the environment

Article 30 - the right to learn and use the language, customs and religion of their family

Article 31 - the right to relax and play and take part in a wide range of cultural and artistic activities

Article 34 - the right to be protected from sexual abuse and exploitation

Article 36 - the right to be safe

Article 42 - the Convention on the Rights of Children should be taught to our children at Walmley Infant School

Assemblies

Assemblies are held once a week and provide opportunities for children to feel part of the school community and to value themselves and others. Assemblies are non-denominational but affirm values which are broadly Christian, as well as British Values. We teach the children about a wide variety of beliefs held by members of the community in Britain today as well as

sharing some celebrations with members of faith communities. Celebration assembly is an opportunity for the children to share their achievements with parents, friends and the whole school community. Parents who wish to withdraw their children from all or part of Religious Education or Collective Worship during assemblies may do so by informing the Headteacher in writing.

Sex and Relationship Education

Sex and Relationship Education is part of the curriculum and is taught within Personal, Social and Health Education and Science activities. It is an integral part of our curriculum and is taught at an appropriate level for EYFS and KS1 children.

Walmley Infant School's policy on Sex Education is that teaching will take place within the context of the National Curriculum. For the infant years this means that learners will be taught that basic life processes are common to humans and other living creatures. They will also be taught the main stages of the human life cycle. Lessons will be within a moral framework which promotes the importance of family life, in all today's rich variety of forms.

To support planning for PSHE (Personal, Social and Health Education), Staff use an online tool which has an approach centred on values and 'Growth Mindset' called SCARF (Safety, Caring, Achievement, Resilience, Friendship). This tool also supports our school's British Values alongside current SMSC expectations which grows each child's spiritual, moral, social and cultural development. To help build positive mental wellbeing in our children, we use a program called My Happy Mind. This program helps children understand how their brains work and creates a culture that helps to build children's resilience, confidence, and self-esteem. It also teaches the children how to self-regulate and manage their emotions in stressful times, allowing them to be their very best selves. In February 2026, Walmley Infant School became a Bronze Accredited school. This means that we have demonstrated our commitment to building a wellbeing culture for our entire school community.

Equal Opportunities and Diversity

All pupils are entitled to equality of opportunity irrespective of gender, race, ethnic origin or disability. We value all children as unique individuals and strive to include all communities in our school. Walmley Infant School is committed to supporting the entitlement of all and copies of our Equality and Diversity Policy is available on our website or via the school office. We endeavour to make our school a place where everyone feels welcome and valued and where children are educated for life in a diverse society.

Inclusion

Children have special educational needs and Disabilities (SEND) if they have a learning difficulty, which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than most children of the same age
- have a disability which prevents or hinders them from making use of educational facilities or experiences generally provided for children of the same age in school

A copy of the school's SEND policy is available from the school website or the school office, which gives full details of the various types of support and provision available for learners identified as having special educational needs.

Children who are More Able and Talented (MAT) may also require provision that is different from others in their year group. The Inclusion Leader is responsible for ensuring that MAT learners have their needs fully met within school.

Relationship to other policies

The policy for the curriculum links with other school policies and should be read in conjunction with them, particularly the Individual Subject Policies, Teaching and Learning, Relationships for Learning (Behaviour), Equality and Diversity, Special Educational Needs and Religious Education.

Roles and Responsibilities

The Headteacher will ensure that:

- All statutory elements of the curriculum have aims and objectives that reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, as well as the cross-curricular use of basic skills in Literacy, Numeracy and ICT/Computing
- The amount of time provided for teaching the curriculum is adequate and is reviewed annually
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum
- The procedures for assessment meet all the legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with national expectations, and what is required to help them improve
- The governing body is fully involved in decision-making process that relates to the breadth and balance of the curriculum
- The governing body is advised on statutory targets in order to make informed decisions

It is the responsibility of the Headteacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other policies and procedures are checked/amended.

The Curriculum Leaders will:

- lead, manage, develop, review, and evaluate the implementation of foundation curriculum and practice throughout the school

- assist the Senior Leadership team in the leadership and development of foundation curriculum.
- provide professional support and challenge to colleagues
- focus on whole school improvement by ensuring the development of effective Assessment for Learning (AfL)
- lead, organise and co-ordinate the school's CPD programme for foundation curriculum
- carry out the duties of this post in line with the remit outlined in the *School Teachers' Pay and Conditions* document and the school's Teacher Standards documentation.

Other Staff will ensure that the school curriculum is implemented in accordance with this policy.

The Governing Body will ensure that:

- It considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
- Progress towards annual statutory targets is monitored
- National Curriculum tests and teacher assessment results are published in the prospectus and in the annual report to parents, and progress towards meeting agreed targets is described
- It participates actively in decision-making about the breadth and balance of the curriculum

Arrangements for Monitoring and Evaluation

The governing body will receive an annual Headteacher's report on:

- The standards reached in each subject, by every year group, against National expectations and similar schools where such data exists
- The standards achieved at the end of EYFS and Key Stage one by gender and ethnicity, compared with National and Local benchmarks
- The standards achieved by pupils with special educational needs
- The number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents were informed, how progress was monitored and the progress made by those pupils
- The view of staff about the action required to improve standards
- The nature of any parental complaints about provision.