



Hamsey Green
Primary School



Hamsey Green Primary School & Acorns Nursery

Teaching and Learning Policy 2023

Reviewer: Nikki Mace Head Teacher

Date reviewed: Summer 2023

Date of next review: Summer 2024

Review Date: Summer 2024

TEACHING AND LEARNING POLICY

Purpose

This policy for teaching and learning is a core policy for Hamsey Green Primary School and Acorns Nursery. It will be used by all staff to ensure that the highest quality learning experiences are planned for all pupils, enabling them to make progress in every lesson, resulting in the highest standards of attainment. Staff are expected to refer to this policy frequently and to use it to help evaluate and develop their practice and to ensure the best provision for our pupils. It should also be referred to in conjunction with the core subject policies, the curriculum policy, the policy for assessment and other key policies that have a bearing on teaching and learning.

The policy takes account of...

- The nature of our school community and the context in which teaching for learning takes place
- The collective experience and expertise of both teaching and support staff
- Educational research and knowledge and understanding about children and education

At the Primary school we follow the Teaching Backwards pedagogy approach by Andy Griffith and Mark Burns, [Talk for Writing and White Rose Maths](#).

Our values in practice:

1. Provide children with the essential basic skills and instils a love of learning
2. Our school values, '**Aspirational**', '**Collaborative**', '**Optimistic**', '**Resilient**' and '**Nurturing**' are expected to be demonstrated by all pupils, staff and school community.
3. Is relevant to the needs and interests of all children giving them the opportunity to develop self-knowledge and self esteem
4. High expectations for everyone enable the development of individual gifts and talents.
5. Strategies, planning and assessment ensure each child receives tailored provision and makes the best possible progress.
6. Individual and collaborative successes and effort are shared, celebrated and rewarded.
7. Enjoyable, meaningful, proactive and investigative activities are the number one choice for all ages.
8. Discussion, enquiry and debate are encouraged; personal contributions are valued.
9. Every day, hour, minute, second and subject count.
10. Enables children to take ownership of their learning with the confidence to question and be independent

11. Opportunities are provided that encourage and support harmony within our community.

We expect every staff member to aim high, be reflective and act upon advice and feedback in order to improve their practice- no child deserves less.

Any attempt to continually raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement. By adopting a whole school approach to teaching and learning across our school, we aim:

1. To provide consistency of teaching and learning across our school.
2. To enable teachers to teach as effectively as possible.
3. To enable children to learn as efficiently as possible.
4. To give children the skills they require to become effective lifelong learners.
5. To provide an inclusive education for all children.
6. To learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.
7. To use every opportunity to develop a child's vocabulary.

There is no single recipe for improving teaching and learning in a school. However, this policy outlines some of the elements which are key to the continual raising of standards in teaching and learning. It also sets out a broad structure for lessons, based on best practice and research linked to how we best learn. When reading this policy it is important to remember that adopting a broad template for structuring lessons does not preclude spontaneity, creativity, originality and individuality.

Key elements and principles of teaching and learning across Hamsey Green Primary School and Acorns Nursery

All lessons across our school should include the following key elements to ensure high quality teaching and learning. New teachers to our schools will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

All teachers must have...

- A shared view of teaching and learning, with our 'Teaching and Learning Policy' being the foundation.
- High standards in terms of teaching and learning throughout the school.
- The opportunity to continue and develop their pedagogy, through monitoring and feedback; CPD courses, INSETs, shared practice, team teaching and observation.

All lessons have...Clear Learning Objectives

- Learning objectives are shared orally and displayed at some point in the lesson.
- All learning objectives are questions that begin with 'Can I...'
- Learning objectives have a skills focus and encourage higher order thinking.

All lessons have... Well planned success criteria

- All pupils are clear about how they will achieve the learning objective.
- Success criteria are displayed for the children to follow during the lesson or drawn up with the children.
- Weekly planning includes success criteria for each learning objective.
- Children use the success criteria to assess their own or their partner's work.
- Children are reminded of the success criteria during the lesson – often children's work is used to illustrate the success criteria in action.
- Scaffolding is used to allow children to be as independent as possible.

All lessons are...Well planned

- All lessons are planned for showing continuation of learning across the term.
- Connections with previous learning are made by the teacher and pupils, usually at the beginning of the lesson.
- New learning is presented in small steps, with appropriate periods of pupil practice after each step (including the need to check back with an adult regularly).
- Planning contains open and higher order questions.
- Planning should be a working document, used to inform assessment.
- All planning follows the school planning formats.
- Planning lists vocabulary expectations

All lessons are ...Clearly differentiated to enable all pupils to access learning

- All learners are challenged appropriately.
- Planning, the delivery of teaching and resourcing of learning shows clear differentiation.
- Modelling of knowledge and skills by adults is provided for all learning and, where necessary, for consolidation of new learning.
- Pupils with special educational needs receive support provided by a learning support assistant, school led 1:1 Tuition or our SEND team where appropriate. Extra support is given in the classroom through Quality First Teaching. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs & Inclusion Policy).

All pupils are...Actively engaged in learning

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.

- Opportunities to Think/Pair/Share and discussions with a Talk Partner are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.
- All classes have outdoor learning and forest school opportunities.

All pupils receive...Regular and clear feedback and marking which enhances learning

- Assessment outcomes are embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- Individual/group targets are set each term for Reading, Writing and Maths.
- Feedback, including marking, is linked to the learning objective and identifies next steps as developmental questions or challenges.
- Pupils are given time to respond to developmental marking (green for growth questions/challenges) in line with the 'Effective Marking and Feedback Policy'.
- Pupils engage in regular review of their own learning as well as reviewing and discussing that of others.

Learning is enhanced through ...The use of IT.

- IT is used to enhance learning where appropriate. The use of ICT is highly visible and effective in all teaching and learning contexts across our school and teachers are continually searching for ways to use technology as a learning tool.

Learning is enhanced through the use of... Consistent classroom management

- see 'Behaviour for Learning Policy' for more details.
- an ethos and atmosphere which underpin the agreed aims of the school.
- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- effective management of professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- Acknowledge that everyone is a learner;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

Learning is enhanced through the ...Effective use of additional adults

- Additional adults are clearly directed to support and extend learning across the ability range.

- They are clear about whom they are supporting and why.
- Planning is shared in advance with teaching assistants and SENTAs.
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning.
- They are involved in assessing pupil's understanding, recording observations and feeding assessments back to the class teacher.

Approaches to Teaching and Learning

All adults have high expectations and foster an ethos of self-belief in the pupils. Pupils make the best progress when appropriate behaviour for learning is made explicit. Pupils should be taught to:

- listen to each other
- adopt various roles in groups
- be prepared to volunteer their thoughts and opinions
- respect the values, ideas, contributions and beliefs of others
- give honest and positive feedback to each other

Thinking time allows students to make higher quality responses

- When asking questions to the class, teachers should pause or give pupils a specific time to consider their responses
- Skilled open questioning promotes thinking and assesses learning of all pupils (with follow up action as necessary to secure learning).
- A 'no-hands-up' strategy can help to develop a culture where all pupils are expected to contribute and can avoid discussions being dominated by a minority

Exploratory talk allows students to think

- Teachers should plan time in the lesson for students to discuss their learning with a partner/group before committing themselves to a response. When answering questions or solving problems, time is given for rehearsal and reflection and "talk partners" may be used. Exploratory talk involves answering the questions "why?" and "how?" Children collaborate and teach others through a range of opportunities and thus are able to demonstrate their knowledge, skills and understanding.

The key expectations are:

- Daily review
- Small steps when introducing new learning
- Questioning
- Modelling
- Guided student practice
- Understanding is checked

- Scaffolding
- Independent student practice
- Regular review

Maths

Daily maths lesson following the White Rose Maths structure: Fluency, Reasoning, Problem solving for all children. (please also see calculation policy).

English

From 2021, Hamsey Green Primary and Acorns Nursery follow the teaching of Talk For Writing, talk4writing.com. Training on explicit teaching will be given as part of induction.

Classroom environment

The surroundings in which children learn can greatly influence their academic performance and well-being in school. Learning walls are regularly referred to in order to guide and support learning. The better the school looks, the more it inspires the people inside it - a well-cared for classroom can make pupils feel that what they achieve and how they themselves are perceived is important. Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence.

For consistency, English working walls are on the right hand side as you enter the room with washing lines used for T4W model texts. There should be a maths working wall and displays topic, reading and Science.

For example:

- book corners will be comfortable and attractive to promote a love of reading
- pupils will be involved in the maintenance and care of all equipment and resources.
- T4W washing lines will be up-to-date with

Classrooms should be tidy and display walls should support pupils, taking into consideration cognitive overload.

See the Learning Environment Checklist for more details.

Policy Reviewed: Sept 2023 **Next Review Date:** Sept 2024

CURRICULUM POLICY

The curriculum comprises all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Early Years Foundation Stage and National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children to grow into positive, responsible people, who can work and cooperate with others while developing knowledge and skills, so that they can achieve their full potential.

Rationale

- This policy provides an overarching framework that translates the values and aims of the school into effective teaching and learning
- The policy covers both the National Curriculum, which provides the legal foundation and secures an entitlement for all students, and all that is learned in school, formally and informally and within and beyond the school day
- The policy establishes principles against which other policies and procedures can be developed or checked so that they are consistent and coherent
- Promotes the spiritual, moral, cultural, mental and physical development of learners at the school within society.

Aims

Education influences and reflects the values of British society and the kind of society we want to be. It is important therefore, to recognise a broad set of common purposes, values and aims that underpin the school curriculum. Claims that focus on the qualities, knowledge and skills learners need to succeed in school and beyond should be the starting point for the curriculum. These aims should inform all aspects of curriculum planning and teaching and learning at whole school and subject levels.

The curriculum should enable all pupils to become:

- **Successful learners** who enjoy learning, make progress and achieve more than they thought possible by striving to be the best they can be.
- **Confident individuals** who are able to live safe, healthy and fulfilling lives, demonstrating politeness and courtesy.
- **Responsible Citizens** who make a positive contribution to society showing consideration and respect.
- **Promote ACORN** (Aspirational Collaborative Optimistic Resilient and Nurturing) school values. We also value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

In particular, the curriculum should:

- Raise attainment, particularly in Reading, Writing and Mathematics to enable children to make good progress in the 'key skills' identified in the National Curriculum in order to develop their full potential.
- Ensure entitlement for all learners to be a broad, balanced and relevant curriculum that offers continuity and coherence and secures high standards so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- To enable all children to learn and develop their skills to the best of their ability;
- Make learners more aware of and engaged with, their local, national and international communities.
- To enable children to be creative and develop their own thinking
- Encourage learners to take responsibility for their learning and appreciate the benefits and risks of the choices they make.
- Acknowledge, promote and pass on the core knowledge and skills valued by society to the next generation.
- To enable children to make responsible use of talents, rights and opportunities Promote a positive attitude towards learning
- Develop an understanding and appreciate of British Values such as democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs.
- Promote positive mental health.
- Fulfil the requirement to teach the new agreed RE syllabus, mental health and RSE curriculum and to teach children to have an awareness of their own spiritual development and to understand right from wrong

- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work cooperatively with others;
- Enable children to become positive citizens in society, able to take responsibility for their own lives;
- Enable children to become independent learners.

All students, regardless of their gender, colour, creed, ability, background or disadvantage, should be exposed to a curriculum which is broad, balanced, relevant, differentiated and coherent and which displays continuity and progression.

The object of such exposure is to enable all pupils to achieve their full potential by developing into independent individuals able to make value judgements about their lives as individuals and as members of communities. The school will aim to provide the support essential for pupils to succeed. Every pupil will be expected to experience success.

Our central purpose is to ensure that all pupils at Hamsey Green Primary School achieve the highest standards of which they are capable.

Central to that purpose is an ordered, tolerant and caring community which recognises the diverse talents and abilities of each individual. Thus we aim to provide a secure and disciplined environment where staff and pupils can work together in pursuit of the common goal.

To achieve our aims we offer:

- Commitment to care and discipline
- Enrichment through extra-curricular opportunities
- A stimulating and exciting learning environment

We expect from our pupils:

- A commitment from each child to work to their highest standard
- Self-reliance and a sense of responsibility
- Hard work and resilience
- Respect and tolerance for others

In order to do this the School will:

- Develop broad curriculum opportunities to complement statutory arrangements for all key stages
- Ensure that the school curriculum responds to external curricular initiatives in a way appropriate for pupils at the school

- Evaluate and update curriculum provision at appropriate intervals
- Seek to create an environment in which pupils can become independent learners
- Help all pupils to fulfil their individual potential
- Acknowledge individual pupil needs and encourage progress through positive praise and motivation
- Offer a range of learning experiences within and outside of the classroom
- To provide equality of access and opportunity for all pupils to learn and progress
- To provide access to extra-curricular activities for the purpose of enrichment and personal growth

Organisation and Planning

The curriculum is planned in three phases.

A long-term plan curriculum map is agreed for each key stage. This indicates what topics are to be taught and in which term. We review our long-term plan on an annual basis. This plan ensures that the full curriculum is taught with planned opportunities that ensure children are learning and remembering more, building on previous knowledge and understanding. **See Appendix 1**

Medium-term plans give clear guidance on objectives and teaching strategies. National Curriculum programmes of study and a range of other resources are used as guidance and support for planning at this stage. Topics ensure that learning is challenging, engaging and interesting and takes account of the needs and interests of learners. From these PowerPoints, notes are created to support the teaching and delivery of the curriculum. This style of planning is in line with English, Maths and Science planning.

Knowledge Organisers:

Knowledge organisers enable our teachers to structure learning to ensure that key learning is well taught and that the sequence of children's learning is carefully planned, in particular the quality of and acquisition of vocabulary. Knowledge organisers identify key knowledge to be acquired. The knowledge organiser will contain: prior, now and future skills referenced from the National Curriculum, an enquiry question, key vocabulary, key images and facts. Knowledge organisers will be provided in a child friendly format.

'It is important to view knowledge as a sort of semantic tree - make sure you understand the fundamental principles, i.e. the trunk and the big branches, before you get into the leaves/details or there is nothing for them to hang on to.' (Elon Musk)

Assessment:

Assessment, Recording, Monitoring and Evaluation Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. Currently assessment is recorded on Target Tracker and Arbor.

However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and to plan the next steps for learning.

Formative assessments take many different forms and are reflected in a pupil's books/work in the detailed marking and provision of constructive feedback (not every piece of work is marked in depth).

Feedback follows the school's policy and identifies areas for children to improve, giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to further improve. 'Live' marking and feedback are encouraged and recognised as good practice. Retrieval practice and high challenge/ quizzes demonstrate children's learning and identify any gaps which require addressing by teachers. Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law.

At the end of each half term children will create their own Knowledge Organisers.

Parental support:

Communication with our parents about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways:

- A formal report to parents once a year
- Parent's evening twice a year, where target sheets are shared

- The school's website and year pages inform parents about what is happening in terms of the wider curriculum. Curriculum maps are available for each half term with an overview of what will be taught

Home Learning:

Home Learning is directed weekly. It is expected that pupils will complete their required Lexia time, a maths learning through MyMaths, read and practice spellings and times tables. Wider curriculum work in the format of a free-choice project. Children will be given a few weeks to complete this and will have an opportunity to share their work with peers. The children are awarded for effort and engagement.

Enhanced Provision:

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc). In addition, we seek to enhance our pupils' learning through developing positive two-way relationships with our local community.

As part of our enhanced provision, each year we have a team of school leaders (Sports Ambassadors, Playtime Pals, School Councillors, Librarians...). These are important roles and give our children the opportunity to apply for and commit to a role for the year.

Overview

The Early Years Curriculum

Prime areas of Learning

- Personal, social and emotional development
- Communication and language development
- Physical development

Specific areas of learning

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Characteristics of learning

- Playing and exploring

- Active learning
- Creating and thinking critically

Our Early Years principles are based on [EYFS statutory guidance](#) and the four overarching principles of good practice:

- 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, in which their experiences respond to their individual needs and there is a strong partnership between school and home.
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The Foundation Stage (See also EYFS Policy)

The curriculum we teach in the Nursery and Reception class encompasses the requirements of the Foundation Stage Curriculum and takes account of key learning from Bold Beginnings in order to prepare children for the demands of KS1. Early Learning Goals form the basis of our curriculum planning

Teaching in the Reception class builds on the experiences of the children in their preschool and Nursery learning and is based on play and well-structured learning activities.

We recognise the support that children need in order to make good progress and we strive to build positive relationships with parents and carers by keeping them well informed about the way in which children are taught and how well they are progressing

The National Curriculum is at the centre of our school curriculum but is contextualised to Hamsey Green and surrounded by the wider and hidden curriculum.

In the Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary approach to curriculum planning.

KS1 and KS2

Our planning ensures that each child has the opportunity to experience the full range of National Curriculum subjects.

At Key Stage 2 core and foundation subjects are taught within a linked topic where possible, and subjects are clearly acknowledged so pupils understand what subject is still being taught.

Over the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. In addition, opportunities are taken to plan for cross-curricular links where appropriate.

English

Reading

Our intention is to expose and encourage children to read a variety of texts through our core reading scheme of carefully curated literature, which will provide not only entertainment but also challenge. To teach children the necessary skills to both 'word read' and 'comprehend'. We aim to ensure that all pupils are able to read fluently, and with confidence, in any subject, in order that they are equipped for their forthcoming secondary education. Children are benchmarked for reading assessment. Reading is linked with Talk for Writing. Please see Reading Policy.

Writing

Through our Talk for Writing model, we will scaffold children's learning through a consistent structured approach throughout the school where vocabulary, grammar and genres are learnt robustly; this is achieved by going through the three phases of imitation, innovation and independent application.

Independent application provides opportunity for true independent writing and allow children to develop their creativity. As part of the structured phases, we will ensure opportunities for drama as this immerses a child within a text and deepens their understanding. It also compliments our goal of developing confidence in children by giving them a chance to perform in front of their peers. Children are encouraged to express themselves imaginatively, creatively and effectively, enabling them to use language to communicate ideas and enrich their learning across the curriculum. See Writing Policy.

Phonics and Reading

We follow Twinkl phonics scheme which encompasses the Letters and Sounds and Jolly Phonics to teach phonics daily in Early Years, KS1 and in KS2 where it is felt appropriate. . We are training to implement Little Wandle Phonics.

KS1 and KS2 follow No Nonsense Spelling as well as using materials to support the expectations in the 2014 English curriculum.

We use Oxford Reading Tree and Phonics Bugs Books as well as other reading schemes to build on synthetic phonics for individual readers. There are many opportunities for 'free reading' in between

colours/levels. We continue to have a core book reading scheme until pupils are confident readers. We have carefully chosen literature based on appropriate book banded books.

Maths

We aim to ensure that children become fluent in the fundamentals of mathematics, learn to reason mathematically by following a line of enquiry, and solve problems by applying their mathematics. We aim to provide more opportunities for children to practice mathematical skills in real life situations, through events such as Maths Week, class fundraising through Enterprise Weeks and running stalls at whole school celebrations.

We follow the White Rose Hub for maths alongside the Maths Hub. Reception to Year 3 follow Mastery Number.

By Year 4, we expect pupils to know their multiplication facts up to 12x12.

Science

Through the learning and teaching of science at Hamsey Green, children will increase their knowledge and understanding of the world and of themselves. Children are taught through practical activities which makes science come alive. Their natural curiosity is stimulated with hands-on exploration increasing their ability to carry out investigative, independent tasks. Science is also used as a vehicle to promote collaborative learning and teamwork, enabling children to think critically, work with others successfully and apply their knowledge and experience to the wider world. Each year group follows the order of topics laid out in the National Curriculum. This is supported with WhiteRose Science.

Art and design

Through the arts children are given opportunities to learn about themselves and the world around them. We aim to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Children should also learn how art and design both reflects and has shaped our history, contributing to the culture, creativity and wealth of our nation.

Music

Through the teaching and learning of music at Hamsey Green, intellect and feelings are brought together. We believe it is important that not only children learn the basics of musical theory and an appreciation of a diverse range of musicians and composers but also that we enable

personal expression, reflection and emotional development through the medium of music. It is a powerful and unique form of communication that can change the way children feel, think and act. We believe that all children have the ability to achieve musically. [KS2 learn a tuned instrument from recorders to learning keyboard skills.](#) We also have [Rock Steady Music](#) who provide peripatetic lessons, for pupils wishing to learn additional vocal, electric guitar, drums and keyboard skills.

Computing

Our aim at Hamsey Green is to ensure the children develop the computing capacity to participate in a rapidly changing world, increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. Our focus is to support the children developing the capacity to apply and transfer these skills in an effective way. We ensure that children know how to use the internet safely and can use their computing and IT skills to become confident, creative and independent learners.

Design and Technology

DT is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

Physical Education

Physical Education is an integral part of our Curriculum. We believe that through PE children should develop the physical literacy, emotional and thinking skills' which underpin not just activity and sport but are also transferable life skills. PE develops children's knowledge of the body in action and promotes a positive attitude towards a fit, active and healthy lifestyle. Opportunities to compete in sport and other activities help children to understand more about themselves and their capabilities. Our pupils learn to set personal goals as well as compete against local schools. [Pupils are actively encouraged to attend the sporting clubs we have as part of our enrichment opportunities.](#) We follow the [PE Planning scheme](#) primarily.

Geography and History

Our teaching of both Geography and History aim to provide children with an understanding of how change affects the land and its people, both locally and across the world. We encourage the development of children's skills of enquiry and interpretation through context-based study. The Curriculum maps show the subject focus of the topic.

In history, children are taught to weigh up evidence and use a variety of sources of information to help them understand why and how events happened in the past. The study of geography is aimed at helping children to gain a better understanding of the world around them and to enable them to appreciate and interact with their immediate environment. Both subjects aim to develop children's understanding of the relationships between different countries, peoples and the effects they have on each other.

Religious Education

At Hamsey Green, we follow the Surrey Agreed Syllabus 2023-2028 for R.E. promoting tolerance and respect for all religions.

The Surrey Agreed Syllabus for Religious Education was approved and adopted by Surrey County Council in May 2023, for use in Surrey's schools from 1st September 2023. The syllabus has been constructed to help schools to sequence their RE curriculum in a way that is coherent, utilises multi-disciplinary skills and builds primary pupils' schemata, from EYFS to KS2. In addition, the syllabus helps pupils to understand their own and others' worldviews, religious and non-religious, and appreciate the influences of these on everyday life.

The units of work outline **substantive knowledge, ways of knowing** (viewed through the multi-disciplinary 'lenses' of theology, sociology and philosophy) and **personal knowledge**, as well as key questions that might be asked to help shape the learning in different ways, and end of phase expectations. This supports the recommendations of Ofsted's RE Research Review.

Personal Social Health Education, British Values and Relationships Sex Education

We believe pupils who are emotionally healthy do better at school. At Hamsey Green, we teach PSHE education which helps children and young people to achieve their potential by supporting their wellbeing, mental health and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships.

British Values is taught within appropriately linked lessons as well as through weekly assemblies. Explicit links are made to the Protected Characteristics and UN Rights for Children.

Primary schools have been required to teach sex education for many years already, at various ages and stages. We have a scaffolded RSE scheme of work which starts from the age of five years old where it is important for children to recognise the importance of personal privacy, of respecting others' personal space, and that we are all custodians of our own bodies and we should look after them and protect them. There are inappropriate ways of touching others which should not be tolerated, and even appropriate and non-threatening physical contact still requires consent from the person being cuddled. These lessons in Early Years classrooms up and down the land and they build important foundations for subsequent lessons in sex education when the children are ready. We teach the correct names of our external body parts which is another important aspect of sex education, appropriate for young children, and is not taught with stigma or embarrassment. At Hamsey Green we teach puberty in Year 5 and sex education in Year 6. This is in very close partnership with parents. Open communication is key, with parents and carers, with accompanying FAQs that provide the reassurance that content is always matched to children's levels of maturity.

MFL

We believe that the learning of a modern foreign language provides a valuable, educational, social and cultural experience for our children. For some years now, the children at Hamsey Green have been taught Spanish from Year 3 to Year 6. [We subscribe to Language Angels lessons.](#)

See Curriculum maps for each year group.

The Role of the Subject Leader

All National Curriculum subjects and, in addition, PSHE, RSE and RE have an appointed subject leader whose role is to:

- Provide strategic leadership and direction for the subject;
- Support and offer advice to colleagues;
- Monitor pupil progress in that subject area, taking action where necessary
- Manage resources for that subject.

In order to facilitate this, the school:

- Provides subject leaders with non-contact time each term in order to carry out reviews of subject teaching and monitor pupil progress;
- Provides opportunities for subject leaders to attend appropriate training and disseminate information to other members of staff.
- Provides opportunities to make links with other subject leaders across the Trust

Reviewed by: Nikki Mace (Headteacher) in conjunction with Louise Chatfield (Associate Assistant Head)

Review Date: September 2023

Date of next review: September 2024