



TILLINGTON MANOR

PRIMARY SCHOOL

TILLINGTON MANOR PRIMARY SCHOOL Curriculum Policy

Document Control Table

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September 2023	KB	New policy devised from original Trust policy
July 2024	KB	Policy reviewed. Co-Headteacher amended to Headteacher

Introduction:

Our curriculum is designed to be exciting, knowledge-rich, and reflective of our mission to prepare children for a rapidly changing world. At Tillington Manor, we strive to deliver a bespoke curriculum that challenges, inspires, and meets the needs of every child, ensuring they leave us as confident, resilient, and inquisitive learners.

Curriculum Aims:

The overarching aims of our curriculum are:

- To ensure that every child achieves their full potential by developing a deep understanding of subjects.
- To foster a love of learning through engaging, high-quality content that connects with the children's experiences.
- To ensure inclusivity by providing a curriculum accessible to all, with appropriate adaptations to meet the needs of all learners.
- To develop the children's sense of responsibility, respect, resilience, aspirations, and inquisitiveness through our bespoke curriculum design.



Spiritual, Moral, Social and Cultural & British Values

SMSC threads through the whole of our curriculum. Spiritual development is promoted through RE and PSHE lessons and Assemblies. Moral development is promoted through PSHE and within that the use of Circle Time, discussions about school values as necessary and the use of reflective and restorative practice when dealing with behaviour incidents and through assembly themes.

Social development is promoted through a wide range of collaborative learning experiences both with each other, pupils from other schools and with parents. Through opportunities for play, particularly in EYFS. By involvement in clubs and groups such as School Council and SUMO champions Many opportunities are also offered through our extra-curricular provision that incorporate a range of clubs that meet the varying interests of our children.

Cultural development is promoted through positive sharing of the variety of languages and cultural identities of our pupils and their families; through curriculum enrichment days such as International Languages Day, school visits and visitors. Through the opportunity to perform and see others perform; through the opportunity to learn from and be inspired by a range of famous and local artists, musicians, designers, sports people and scientists etc and through specific charitable projects.

The British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are an intrinsic part of SMSC at Tillington and the day to day life of the school.



Roles and Responsibilities

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. The Curriculum Leader maintains an overview of Tillington's Curriculum created by the school and works in partnership with the Headteacher and Subject Leaders in developing the Curriculum and the individual subjects incorporated into it. Monitoring and evaluating tasks are designed in line with the SIP. Regular meetings take place between the Curriculum Leader and subject leaders to ensure consistency of approach, to provide CPD and support and to discuss areas for development within individual subjects.

The Headteacher and Curriculum Leader will report their findings through reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements. Subject Leaders ensure that all the aspects of the National Curriculum content are covered and identify these with the curriculum overviews. Subject leaders evaluate the quality of teaching and learning in their subject through learning walks, book scrutinies and pupil voice. They will provide feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement.

Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or

signpost staff towards training and resources and engage in developmental work / research projects with external colleagues. As mentioned previously, Class Teachers have responsibility for ensuring the subjects are effectively delivered in line with our Teaching and Learning Policy, including the need to adapt material for those with SEND or EAL.



Organisation and Planning

We place high value on the strength of individual subjects. As such, the subjects are taught as stand-alone.

Subject	Planning
Maths	Nursery – Master the Curriculum R-Y6- White Rose
English	T4W (EYFS and KSI), Linked English (KS2)
Science	Bespoke
Geography	PKC
History	PKC
Art	PKC
PSHE	Jigsaw
Music	PKC
Spanish	Language Angels
PE	PE Passport
RE	Discovery RE
Computing	Teach Computing
DT	PKC

For us, a knowledge-rich curriculum is an entitlement for every child, regardless of background. Curriculum coherence ensures that teaching does not jump from topic to topic, but enables children to develop knowledge, and love of subjects.

Subject content is crucial to this approach- the content provides the engagement and plants the seeds for a lifetime of learning. However, where they mutually benefit each subject, cross-curricular links are forged. For example, in Year 5 the children study Africa in Geography before learning about the Slave Trade in History. This foundational knowledge from Geography will support the children in better understanding some of the origins and implications of the Slave Trade. In Art, the children will study Islamic Art and Architecture after they have learnt about Ancient Baghdad in History. Teachers are not required to complete short term or daily lesson plans for subjects. Teachers use medium term plans in each subject to develop lesson slides and materials. Crucially, the coherence in the long and medium term planning ensures that the teachers' focus can be on deploying their teaching expertise at the level of the implemented or enacted curriculum. See the Teaching and Learning Policy for more.

More details for each subject can be found below.



Science (Bespoke Curriculum):

Rationale: Our science curriculum has been specifically designed to align with the National Curriculum's aims while addressing the needs of our children at Tillington Manor. We aim to create passionate learners who are inquisitive, resilient, and aspirational through an ambitious, well-sequenced curriculum that supports the development of scientific knowledge and working scientifically skills. Learning is driven by enquiry, ensuring children are actively engaged in answering thought-provoking questions.

Impact: Our bespoke science curriculum ensures that children develop a deep understanding of key scientific concepts and the skills needed to explore the world scientifically. By integrating real-world experiences and STEM opportunities, we prepare children for future scientific endeavours, encouraging them to consider careers in science.



Computing (Teach Computing Scheme):

Rationale: We follow the *Teach Computing* scheme because it provides a comprehensive, up-to-date approach to computing education. The scheme is designed to equip children with the digital skills needed for the future, ensuring that they are confident users of technology who can code, problem-solve, and apply computational thinking.

Impact: The *Teach Computing* scheme offers children clear progression in both digital literacy and computational thinking. By following this scheme, children develop the skills necessary to navigate the digital world safely and responsibly, preparing them for the rapidly evolving technological landscape.



Physical Education (PE Passport):

Rationale: We use the *PE Passport* scheme because it provides a flexible, engaging approach to delivering high-quality physical education. The scheme covers all key physical competencies, ensuring that every child has the opportunity to develop fitness, coordination, and teamwork skills through a broad range of physical activities.

Impact: Through the *PE Passport*, children at Tillington Manor become confident, resilient individuals who enjoy physical activity. The scheme supports the development of lifelong healthy habits, fostering teamwork, resilience, and physical well-being.



History and Geography (PKC):

Rationale: We have chosen the *Primary Knowledge Curriculum (PKC)* for history and geography because it provides a well-sequenced, knowledge-rich curriculum that builds on children's prior knowledge. The PKC develops children's understanding of key historical and geographical concepts, ensuring they leave with a comprehensive understanding of the past and the world around them.

Impact: By following the PKC, children develop a deep appreciation of the world and its history, gaining a solid foundation in both subjects. This curriculum not only fosters curiosity but also encourages children to become critical thinkers who can understand and explain historical and geographical processes.



Art (PKC):

Rationale: Art is taught using the *PKC*, which allows children to explore a wide range of artistic skills, techniques, and historical movements. The curriculum ensures progression, offering opportunities for children to refine their creative abilities while learning about famous artists and diverse artistic traditions.

Impact: The *PKC* in art promotes creativity, self-expression, and an appreciation of different art forms. Children develop practical artistic skills and a deeper understanding of the role of art in society, enhancing their cultural awareness.



Religious Education (Discovery RE):

Rationale: We use *Discovery RE*, a carefully structured scheme that provides a progressive, enquiry-based approach to teaching religious education. The scheme ensures children develop

a deep understanding of world religions, fostering respect and understanding of different cultures and beliefs.

Impact: *Discovery RE* promotes tolerance, respect, and empathy. By following this curriculum, children learn to appreciate diversity and gain a broad understanding of religious beliefs and practices, which is essential for life in modern Britain.

Personal, Social, Health, and Economic Education (Including RSE) (Jigsaw):



Rationale: The *Jigsaw* scheme provides a mindful, holistic approach to PSHE, covering all aspects of personal development, including mental health, relationships, and well-being. It aligns with the statutory requirements for Relationships and Health Education.

Impact: Through *Jigsaw*, children develop emotional literacy, resilience, and the skills to manage their health and well-being effectively. The scheme helps to equip children with the knowledge and tools needed to navigate the challenges of growing up.



Design and Technology (PKC):

Rationale: We follow the *PKC* for design and technology to provide children with a robust curriculum that builds practical, creative, and technical skills. The curriculum encourages innovation and problem-solving, with clear progression in designing, making, and evaluating products.

Impact: By following the *PKC*, children develop a solid foundation in design thinking and technical skills. They learn to approach problems creatively, applying their learning to real-world contexts, which helps prepare them for future learning and careers in STEM fields.



Modern Foreign Languages (Language Angels):

Rationale: The *Language Angels* scheme provides a structured and enjoyable way for children to learn a foreign language. The scheme is designed to build vocabulary and conversational skills, making language learning accessible and engaging for all children.

Impact: Through *Language Angels*, children gain confidence in speaking, listening, and writing in a foreign language. This helps to broaden their cultural understanding and prepares them for further language learning in secondary school.



Music (PKC):

Rationale: Music is taught using the *PKC*, which allows children to explore a wide range of musical skills and techniques. The curriculum ensures progression, offering opportunities for children to refine their creative abilities while learning about famous musicians and diverse music traditions.

Impact: The *PKC* in music promotes creativity, self-expression, and an appreciation of different styles of music. Children develop practical skills and a deeper understanding of the role of music in society, enhancing their cultural awareness.



Our EYFS curriculum has been formulated using the statutory framework for the Early Years Foundation Stage, the non-statutory guidance set out in Development Matters and Birth to 5 Matters by Early Education. To ensure the curriculum meets the need of our children we have prioritised children's cultural capitals alongside the Tillington Core Values and British Values. From this we have created progression and ambitious end of Nursery and Reception goals unique to our children.

In the EYFS at Tillington our intent is to create a balance between adult initiated learning and following our children's interests. We endeavour to make learning active, hands on and most importantly exciting. We explore seasonal change and celebrations through stories and real life experiences. Teaching in Nursery and Reception builds on the experiences of the children in their pre-school learning, in addition, as we plan for strong curriculum sequencing throughout the school, it provides a solid platform for the children's learning in Key Stages 1 and 2. For example, in Understanding the World in Reception, the children are taught the difference between past and present and use photographs to talk about their family trees. This knowledge and understanding supports the children in better accessing our Year 1 unit entitled 'What is History?'

Although in the EYFS children are not taught in discrete subject areas, we have identified relevant links for our Key Stage 1 and 2 curriculum to ensure coherence. Core knowledge, vocabulary and opportunities for provision have been stipulated for each subject area (see EYFS curriculum plans). It is the combined roles of the EYFS lead, Curriculum Lead and Subject leaders to be constantly adapting and refining our curricula with coherence, sequencing, scope and rigour in mind

Conclusion

At Tillington Manor Primary School, our curriculum is designed to meet the needs of every child, ensuring they are well-prepared for the future. We are proud of our knowledge-rich curriculum, which instils a love of learning and develops the skills necessary for success in the 21st century. Our five core values are at the heart of all we do, ensuring that our children leave as respectful, responsible, resilient, inquisitive, and aspirational learners.

This comprehensive policy outlines the breadth and depth of our curriculum, illustrating how it aligns with our school's mission and vision to foster an inclusive, stimulating, and enriching educational environment.



