



Wakefield Grammar Pre-Preparatory School

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Consultation	Emma Gill, Preparatory Head
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CHANGE RECORD - REVIEW PERIOD (ANNUALLY)

Version	Date	Change details
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V1.02	Oct 2025	Reviewed, Lynne Butler, Director of Curriculum (Prep)

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WGPPS Curriculum Policy

1. Context

Wakefield Grammar Pre-Preparatory School (WGPPS) is a happy and secure environment. Pupils are encouraged to be confident, to develop their special talents and to fulfil their academic potential. The school community is socially and culturally diverse.

Pupils in WGPPS spend most of the week with their class teacher, who is the central figure (their 'key person') in their lives at school. They are also taught by a team of specialists including teachers of Physical Education, Swimming, French and Music. They are supported by classroom assistants, lunchtime supervisors and Early Morning (Owlets) and After School Care (Hoots) supervisors.

The classrooms provide vibrant, exciting spaces in which to learn. WGPPS houses Foundation Stage 1 (FS1) , Foundation Stage 2 (FS2), Year 1 and Year 2. There is an assembly hall, Foundation Stage outdoor area and a fully-equipped Key Stage 1 playground. We can also use the variety of venues across the Wakefield Grammar School Foundation (thereafter known as WGSF), including but not exclusive to:

- Jubilee Hall (Wakefield Girls High School/WGHS)
- Hartley Pavilion (Wakefield Girls High School/WGHS)
- Sports field and pavilion (Wakefield Girls High School/WGHS)
- Junior section playground (Wakefield Girls High School/WGHS)
- Owl's Den (Queen Elizabeth Grammar School/QEGS)
- Queen Elizabeth Hall (Queen Elizabeth Grammar School/QEGS)
- Queen Elizabeth Theatre (Queen Elizabeth Grammar School/QEGS)
- Swimming pool (Queen Elizabeth Grammar School/QEGS)

The curriculum at WGPPS comprises all the planned activities which we organise in order to promote excellent learning and personal growth and development within our children. Our curriculum seeks to ensure that we as a school develop independence and responsibility in all of our pupils. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to teach our pupils how to grow into positive, responsible people, who can work and cooperate with others while developing the knowledge and skills which will enable them to achieve their full potential.

2. Vision

Our vision is, "Big futures start at Wakefield Grammar Pre-Preparatory School'. We provide a happy, safe and secure learning environment where everyone is valued and shown respect. We strive for high expectations through a curriculum which ignites the children's curiosity, builds on their interests and develops their talents and passions. Our play based, child initiated approach instils a desire to achieve. We inspire a lifelong love of reading and enthusiasm for learning."

We seek to provide children with a rich knowledge of the best of what has been written, thought and said.

3. Values

Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling and useful lives. Our school curriculum is underpinned by our school values, **‘Respect, Resilience, Kindness’**.

This means that we will expect the best of every child, will encourage them to be curious and inquisitive and will provide a learning environment in which they will be able to develop to the absolute summit of their potential.

It also means that we will respond warmly and constructively to less able children and to those with special educational needs. We believe that such children contribute immeasurably to the life of a school and we will nurture them to the best of our ability. In every aspect of the curriculum we will promote the value of equality.

4. Drivers

The staff at WGPPS plan with four key drivers at the forefront of their thinking in order to ensure that learning is as relevant as possible for our children. The key drivers underpin all aspects of the curriculum, they are:

- Reading
- High Aspirations
- Creativity
- Child Initiated/Play Based Learning

We want all children to leave our school being:

- Independent Thinkers
- Little Readers
- Little Leaders

5. The curriculum

As an independent school, we are not required to follow the National Curriculum. We recognise, however, the excellence of the National Curriculum in many areas, and we will use appropriate resources when we believe them to be in line with our curriculum aims.

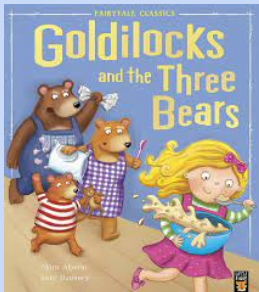
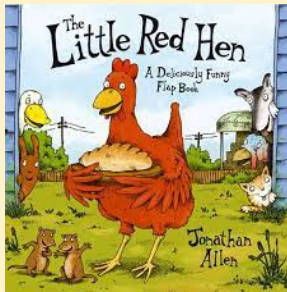
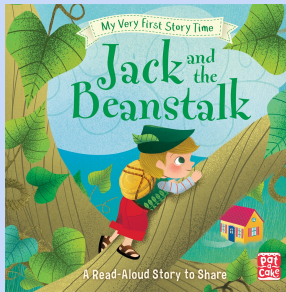
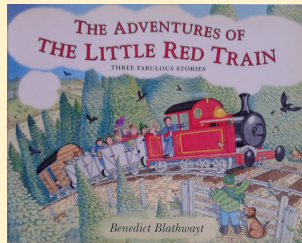
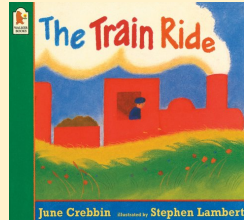
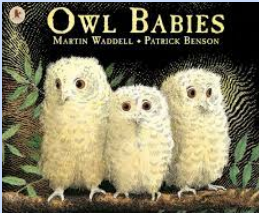
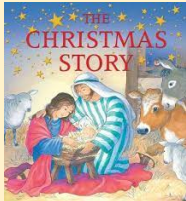
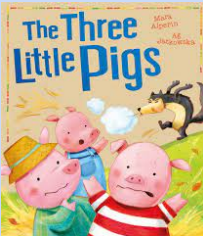
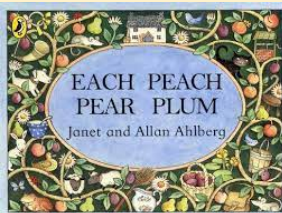
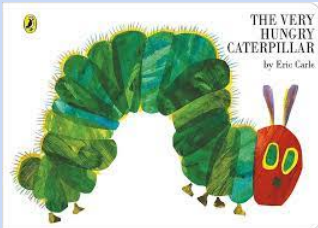
6. Early Years Foundation Stage (EYFS)

In the EYFS (i.e. Foundation Stage 1 and 2) we will follow the [DfE Early Years Foundation Stage Statutory Framework](#) and provide teaching and assessment in line with its requirements.

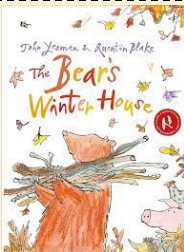
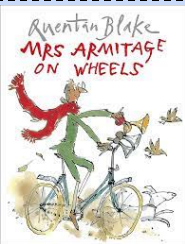
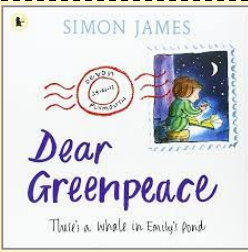
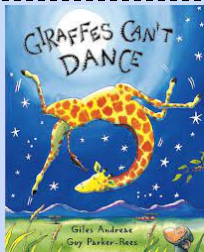
In the EYFS, children will be taught the seven statutory areas:

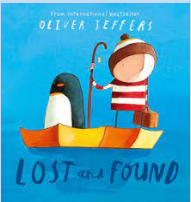
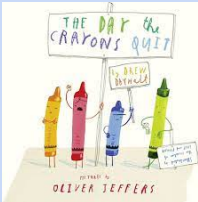
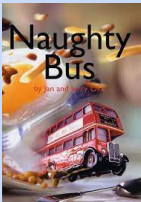
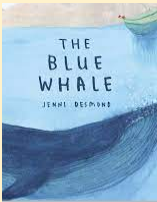
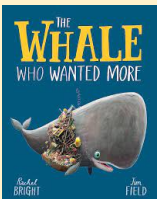
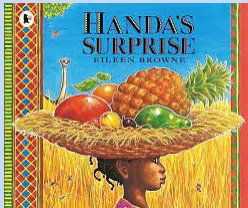
The Prime areas of Communication and Language, Physical Development and Personal, Social and Emotional Development; and the Specific Areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

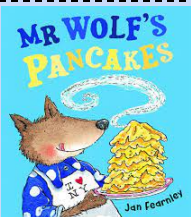
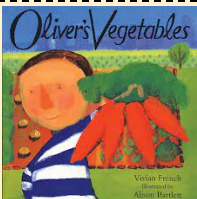
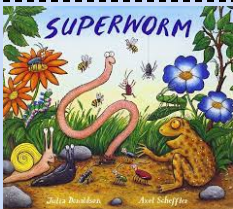
Our aim within our EYFS is to ensure that all our pupils receive a broad and balanced curriculum to prepare and equip them for their future learning and experiences. The characteristics of effective learning underpin learning and development throughout the EYFS curriculum. The curriculum in EYFS is based around key texts.

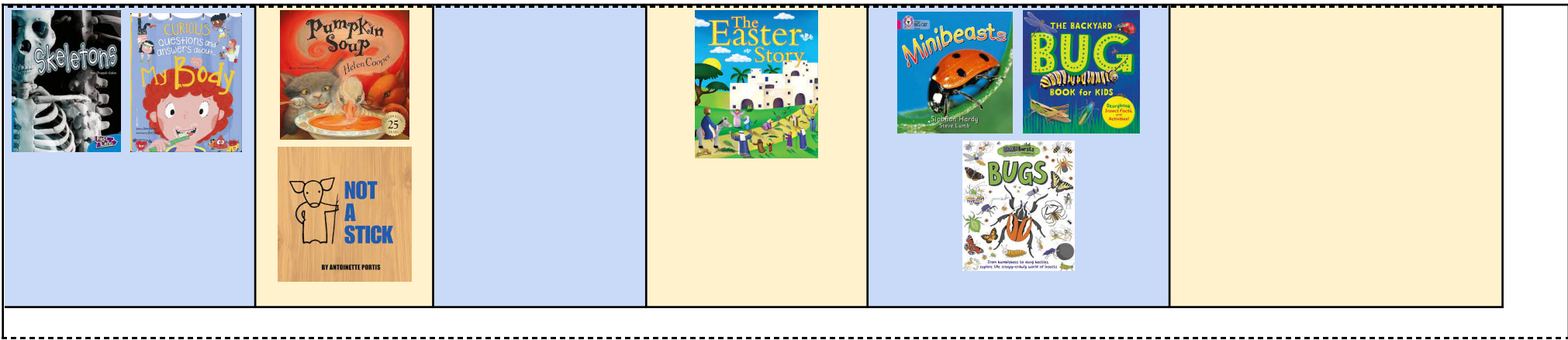
FS1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	<u>Goldilocks and The Three Bears</u>	<u>Gingerbread man</u>	<u>Jack Frost</u>	<u>Little Red Hen</u>	<u>Jack and the beanstalk</u>	<u>Adventures of the Little red train</u>
						
Supplementary text						<u>The Train Ride</u>
						
Text	<u>Owl Babies</u>	<u>Traditional nativity</u>	<u>The Three Little Pigs</u>	<u>Each Peach Pear Plum</u>	<u>The very Hungry Caterpillar</u>	
						

Supplementary Text	WOW- It's night time- Tim Hopgood.	We're going on a Elf Hunt				
						

FS2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>The Way Back Home</u>	<u>The Bear's Winter House</u>	<u>Mrs Armitage on Wheels</u>	Dear Greenpeace	<u>Giraffes Can't Dance</u>	<u>The Bog Baby</u>
					

Lost and Found The day the crayons quit (Zones of Regulation)	After the Storm Flo of the Somme	The Naughty Bus	The Blue Whale-Jeni Desmond The Whale who wanted more	Handa's Surprise	
 	 		 		

<u>Funny Bones</u>	<u>Stick Man</u>	<u>Mr Wolf's Pancakes</u>	<u>Oliver's Vegetables</u>	<u>Superworm</u>	
					
non-fiction books about bodies, skeletons and bones.	not a stick- Antoinette Portis Pumpkin soup - Helen Cooper		Easter story	Non-fiction books about insects	



7. Key Stage One (Years 1 and 2)

From Year 1 onwards, children will be taught in subjects through a 'topic' which is themed around Yorkshire. The subjects within the curriculum will be:

- English (including phonics, speaking and language and handwriting)
- Mathematics
- Science
- History
- Geography
- Religious Education
- Arts
- Information Technology
- Music lesson (we also have a separate singing session)
- Physical Education
- Swimming from Year 1
- PSHE lesson
- Philosophy for children (P4C)
- Modern Foreign Languages

Through the curriculum, we aim to equip children with the knowledge, skills and understanding which will enable them to:

- Be creative, imaginative thinkers
- Be problem solvers
- Be unafraid of making mistakes
- Challenge themselves to do even better
- Be enquiring and able to ask good questions
- Understand their own and others' emotions and feelings
- Form their own views and be able to articulate them
- Be wholly respectful towards others who are different and/or have different views
- Become avid readers
- Have a sound knowledge of Fundamental British Values, including:
 - **Rule of Law**
 - **Mutual Respect**
 - **Democracy**
 - **Personal Liberty**
 - **Culture, Faith and Others** and the diverse nature of modern Britain
- Be able to act appropriately in a range of "risky" situations
- Develop confidence
- Develop a good sense of humour and a sense of perspective
- Work as part of a team where necessary
- Be aware of how to live a healthy lifestyle
- Enjoy positive relationships with others
- Know the difference between right and wrong
- Know how to care for the environment

The above is not an exhaustive check-list but sets out our priorities for our children's academic, personal and social development.

Please see Appendix 3, 4 and 5 for policies on Modern Foreign Languages, Physical Education and Religious Education.

8. Organisation and Planning

We will take great care to plan our curriculum carefully, so that there is coherence and progression at every stage. We agree on a long term plan for each Year group. This indicates which topics are to be taught in each term, and to which groups of children. We will review our long term plans on an annual basis.

The curriculum carefully plans for progression throughout Foundation Stage and Key Stage 1. It also links carefully to the Key Stage 2 curriculum that both our boys and girls will experience, ensuring that there is a cumulative approach to teaching which builds upon skills and knowledge gradually; providing our children with a variety of contexts to practise and apply, then refine and improve.

Provision is designed to advance understanding, gradually, throughout a key stage. Lessons are not necessarily an 'event' in themselves. They are part of the process of learning which will carry on over several days or even weeks until a pupil is showing the required level of understanding. Some lessons may involve multiple learning objectives. Learning is not linear and children do not make equal steps of progress in all areas.

Maths and English will be taught daily, other sessions will, as described above, typically involve topic work and will be designed to provide a more flexible approach enabling teachers to cover the necessary material in a particularly enriching and engaging way. Detailed plans for the curriculum will be drawn up on a termly basis and evaluated by the Senior Leadership Team (SLT) along with the teachers involved in order to ensure that all subjects are being adequately covered. Appendix 1 shows the schemes and methods by which each area of the curriculum is taught.

The 'Yorkshire Curriculum' (Topic) sessions for Key Stage 1 are built around key enquiry questions and intellectual concepts, for example:

Enquiry question: What makes a good inventor?

Intellectual concept: Being an inventor

Our Yorkshire Curriculum has been designed upon the principles of the national curriculum and covers the foundation subject areas of History, Geography, Science, Art and Design and Design and Technology, with skills from other subject areas being incorporated. We have carefully considered the curriculum intent (what we aim to achieve); its implementation (how it will be organised and delivered) and the impact (how the curriculum will change, impact upon and influence each child) [see Appendix 2 for the Yorkshire Curriculum subject specific intent, implementation and impact statements]. At the heart of our Yorkshire Curriculum is the desire for all pupils to be able to master the skills and acquire the knowledge needed to enable them to be successful in their future. The Yorkshire Curriculum is designed to enrich pupil's experiences, provide a context for learning, reinforce concepts and to give pupils an opportunity to apply their skills in different contexts.

The Yorkshire Curriculum is organised around six themes for each year group. Visits and visitors form an important part of the curriculum in opening pupils' eyes to what local, national and global opportunities are on offer. Each theme begins with an enquiry question to encourage critical thinking. Throughout the theme pupil's responses to key questions are gathered and recorded in floor books. Each theme concludes with a polished product.

During the year we hold a 'Wow Week' event. This is based on a stand alone theme, which the whole school studies for the week. The theme is chosen to further develop the learning in one of the foundation subjects and incorporates the teaching method of Mantle of the Expert.

'Wow Week' is carefully planned to deliberately develop competencies of curiosity, creativity, communication and critical-thinking and the development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life. We also hold other focus weeks such as Anti-bullying week, Science Week, World Book Week and have 'Feel Good Fridays' each half term which have a wellbeing focus.

Each year group has a timetable which shows the time dedicated to each area of the curriculum.

An example of which can be found below:

	8.30-8.45 EMW (15 mins)	8.45-9.10 Reg (25 mins)	9.10-9.35 P1.1 (25 mins)	9.35-10.00 P1.2 (25 mins)	10.00-10.25 P2.1 (25 mins)	10.25-10.55 P2.2 (30 mins)	10.55-11.15 Break (20 mins)	11.15-11.40 P3.1 (25 mins)	11.40-12.05 P3.2 (25 mins)	12.05-12.30 Lunch (25 mins)	1.15-1.40 P4.1 (25 mins)	1.40-2.10 P4.2 (30 mins)	2.10-2.25 Break (15 mins)	2.25-2.55 P5.1 (30 mins)	2.55-3.20 / 3.25 / 3.30 P5.2 (25+mins)
Mon		Reflection	Literacy			Maths counting / focus		Maths			Topic - History			PSHE	RE
Tues		Reflection	Literacy		JT swimming		Swim	Maths			Art			ICT	
Wed		Reflection	Literacy		Maths			Science			Topic - History			Topic - History	NRS
Thur		Reflection	Literacy			French		Music			Maths			Science	
Fri		Reflection	Games					Outdoor Maths			Topic			NRS	Y1/2 singing

Minutes of school day: 8.45am – 3.20pm = 395 mins (FS1)
8.45am – 3.25pm = 400 mins (Y1)
8.45am – 3.30pm = 405 mins (Y2)

Teaching minutes of school day: 290 mins (FS1)
295 mins (Y1)
300 mins (Y2)

9. Progress

Progress is defined as the securing of essential knowledge, skills and understanding. This means that pupils in school will experience the same content over and over again, each time in a richer and more challenging context, thus extending their understanding further. We do not rush to introduce new content as it is important that pupils are able to evidence that they are able to apply knowledge and skills first and then master them in diverse and unfamiliar contexts.

We aim to challenge, support, extend and embed children's understanding within each area of the wider curriculum with accuracy and fluidity.

10. Assessment

At WGPSS we believe that accurate assessment is the basis of high quality teaching, as it allows learning to be planned and taught appropriately to meet the needs of children so that all are helped, stretched and nurtured in the most effective way.

In EYFS, ongoing daily observations and assessments enable the teacher to assess each pupil's progress in relation to each of the 17 Early Learning Goals, and to report on each pupil's Characteristics of Learning.

EYFS profiles, produced in line with statutory requirements, provide a basis upon which Year One teachers can build.

From Year One onwards, assessment will be carried out in line with our Assessment Policy. Progress in key subjects will be assessed every term and more formally at the end of each school year. Each subject will be reported on to parents at the end of the year through a formal report and during the autumn and spring terms, through parents' evenings.

11. Inclusion, Adaptive Teaching and SEND

We are committed to providing a broad, balanced and ambitious curriculum that enables every child to thrive. We celebrate individuality and ensure that all pupils, regardless of ability, background or need, can access learning, make progress, and feel valued as members of our school community.

11.1 Inclusion

Inclusion underpins all aspects of school life. We aim to create an environment where every pupil feels respected, supported and challenged to achieve their best.

Teachers recognise and value the diversity of learners, adapting their teaching to remove barriers and to reflect the varied ways children learn. Our curriculum promotes equality of opportunity, ensuring that all pupils can engage fully in both academic and wider school experiences.

11.2 Adaptive Teaching

Teachers use adaptive teaching strategies to respond to pupils' differing needs, interests and prior knowledge. This ensures that learning is both accessible and challenging for all.

Adaptive teaching may include:

- Adjusting the level of support, scaffolding or pace of learning;
- Providing different ways to access or demonstrate understanding;
- Using questioning and feedback to deepen or clarify thinking;
- Employing flexible grouping and targeted interventions where needed.

Teaching is continually informed by assessment, enabling staff to respond in real time to pupils' strengths and misconceptions.

Adaptive teaching replaces the older notion of "differentiation", moving away from separate tasks towards a more dynamic and inclusive approach to learning.

11.3 Special Educational Needs and/or Disabilities (SEND)

We are committed to identifying and supporting pupils with SEND at the earliest opportunity, ensuring they can participate fully and successfully in school life.

Our SENDCo works closely with teachers, pupils, and parents to ensure that provision is tailored and effective.

Support may include:

- Individual or group interventions;
- Reasonable adjustments to teaching, resources, and assessment;
- Partnership with external specialists to inform provision;

- Ongoing professional development for staff to enhance expertise in inclusive practice.

Through inclusive, adaptive teaching, we seek to nurture confident, independent learners who recognise their strengths, overcome challenges, and develop a lifelong love of learning.

12. Curriculum Monitoring and Review

Evaluation is essential for the planning, development, and ongoing effectiveness of the curriculum. The Preparatory Head holds overall responsibility for the curriculum across the school, ensuring it meets the needs of all pupils and aligns with the school's ethos and objectives. Working closely with the Director of Curriculum, the Preparatory Head monitors the quality and coherence of teaching and learning, reviews long-term and medium-term plans, and ensures that pupils' work is regularly moderated.

The school places the quality of teaching at the very top of its priorities, second only to Safeguarding. Teachers use adaptive teaching strategies to ensure all pupils can access and engage with the curriculum, including those with additional needs, supported by the SENDCo where appropriate. Inclusion, differentiation, and adaptive practice are embedded into lesson planning, assessment, and ongoing monitoring.

Parental involvement and engagement are considered an essential part of curriculum development and monitoring. The school works in partnership with parents through consultations, workshops, and regular communication to ensure they are aware of their child's progress and can support learning at home.

Curriculum enrichment is also closely monitored. Clubs, projects, performances, trips, and wider community activities are reviewed to ensure they complement academic learning, foster leadership and teamwork, and provide opportunities for pupils to develop life skills and confidence.

The curriculum is formally reviewed at least annually, evaluating its intent, implementation, and impact. Learning walks, lesson observations, work moderation, and feedback from pupils and parents all inform this process, ensuring that the curriculum remains ambitious, relevant, and responsive to the needs of every learner.

Appendix 1: How each aspect of the National Curriculum is taught at WGPPS

- Maths - White Rose Maths, alongside weekly outdoor maths sessions and regular maths meetings (focusing on the drip fed elements of the curriculum such as telling the time, fractions, money).
- Spelling - The scheme of work from Rising stars is taught with weekly spellings sent home.
- Phonics - Read, Write, Inc phonics is taught daily in sets according to where children are in their phonic knowledge. Children are reassessed every half term (approx. 6 weeks). Children from FS1-Year 1 are taught in these groups. Children in Year 2 are not taught phonics unless they still need this. Where children need additional support, 1:1 tutoring is put in place.
- Music - School created curriculum which follows the National Curriculum but, where needed, is amended to fit with the Yorkshire Curriculum or wider school theme weeks.
- French - School created curriculum which follows the National Curriculum but, where needed, is amended to fit with the Yorkshire Curriculum or wider school theme weeks. Taught weekly across school.
- PE - School created curriculum which follows the National Curriculum but, where needed, is amended to fit with the Yorkshire Curriculum or wider school theme weeks. Taught weekly across school.
- Games - School created curriculum which follows the National Curriculum but, where needed, is amended to fit with the Yorkshire Curriculum or wider school theme weeks. Taught weekly across school.
- Swimming - School created curriculum for Year 1 and Year 2 with taster sessions in FS2. Taught in half-termly blocks in Year 1 and weekly in Year 2.
- ICT - Information technology/computing is taught through the Purple mash scheme of work. Taught weekly across school.
- Science - Discrete teaching of science through the national curriculum or teaching science within the wider Yorkshire curriculum if this fits more closely. Taught weekly across school or blocked if needed.
- History - see Yorkshire Curriculum in Appendix 2. Taught weekly across school or blocked if needed.
- Geography - see Yorkshire Curriculum in Appendix 2, Taught weekly across school or blocked if needed.
- Art - Discrete teaching of art through the national curriculum or teaching art within the wider Yorkshire curriculum if this fits more closely. Taught weekly across school or blocked if needed.
- D&T - Discrete teaching of design and technology through the national curriculum or teaching D&T within the wider Yorkshire curriculum if this fits more closely. Taught weekly across school or blocked if needed.
- Philosophy for children - the school has written their own scheme of work for the assemblies and lessons which will be covered in philosophy for children. A copy of this can be requested from school. Taught weekly across school or blocked if needed.

- PSHE/RSE - Discrete teaching of personal, social, health and economic education and relationship and sex education through the national curriculum or teaching within the wider Yorkshire curriculum if this fits more closely. Taught weekly across school or blocked if needed.
- RE - Discrete teaching of religious education through the national curriculum or teaching science within the wider Yorkshire curriculum if this fits more closely. Taught weekly across school or blocked if needed.

Appendix 2: Yorkshire Curriculum Intent, Implementation and Impact for each foundation subject

Curriculum Intent, Implementation and Impact for Art and Design

Art and Design is the expression of creative skills and imagination through a range of media. The study of art opens students' minds to different styles of art from around the world and throughout history.

Intent: The art curriculum will ensure that all pupils:

- Will see and experience the world differently and to develop a life-long connection with art.
- Open their minds to different styles of art from around the world and throughout history and enable them to use what they learn to develop personal responses and develop the ability to express themselves through art.
- Will develop an increasing range of technical skills, but particularly drawing, and use these with increasing sophistication when exploring 2 and 3D media across a range of styles.
- Will learn to talk about art and to critically appraise their own art as well as that of major artists.

Pupils' version:

'I can express myself creatively through doing and being influenced by art: past and present; locally; nationally and globally.'

Implementation: Teachers will:

- Plan and deliver lessons to develop the skills necessary to produce original work as pupils explore and record their ideas creatively;
- Ensure the curriculum focuses on the progression and continuity of skills over time to help pupils to develop fine motor skills to become proficient in drawing and other media including paint, print, textiles, sculpture and digital media;
- Promote the sketch book as a tool for pupils to organise their ideas and influences when planning, critiquing and producing their work;
- Provide frequent opportunities to talk about art demonstrating an increasingly sophisticated use of technical language and articulating an understanding that there are no rules in art, but you must be able to justify your thought process;
- Provide opportunities for pupils to learn to critically talk about the approaches and techniques of artists and to apply these in their own work;
- Expose pupils to the work of artists that equally represent the racial mix that characterises the UK as well as artists from now and the past and from the UK and across the world;
- Plan the curriculum to ensure the delivery of every pupils' entitlement to visit galleries and art in the community, as well as accessing the world of art through digital means;
- Celebrate pupils' work through classroom displays, school displays and exhibitions;
- Provide opportunities for pupils to work in groups to foster confidence and creativity but as they progress they will increasingly work independently as they develop their personal responses to an artistic brief.

Impact: Pupils will:

- Be able to articulate a knowledge of, and appreciation of art in many forms, styles and contexts;
- Be able to produce art work with skill and creativity beginning to justify the artistic intention underpinning the work;
- Have a lifelong interest in art.

Curriculum Intent, Implementation and Impact for Design and Technology

D&T represents one of the earliest forms of human creativity and problem solving. The study of D&T develops craftsmanship and resourcefulness in order to solve real and relevant problems.

Intent: The design and technology curriculum will ensure that all pupils:

- Learn specialist skills through the use of tools and equipment using a wide range of materials, foods and ingredients;
- Develop imaginative thinking and enable them to talk about what they like and dislike when designing and making.
- Research, design, make and evaluate a range of products through an iterative process to solve real and relevant problems;
- Talk about how things work and to draw and model their ideas.
- With confidence and ability, apply their skills in everyday situations. They will be resilient in the face of failure and will experience a sense of pride and achievement when they succeed.

Pupils' version:

'I can research, design, make and evaluate a range of products to solve real problems and understand how technology is shaping our world.'

Implementation Teachers will:

- Plan and deliver a scheme of work across technology disciplines (including Food) that develops pupils' creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

Teachers planning will:

- Focus the planning on the implement of the design and manufacturing process through increasingly complex and challenging projects as pupils' progress through school;
- Ensure pupils develop the skills to plan and execute a project from beginning to end;
- Ensure pupils develop the skills to follow written or verbal instructions;
- Ensure that pupils always work safely;
- Whenever possible teach the necessary theoretical knowledge through practical application and expert modelling;
- Engineer opportunities for pupils to work in teams as well as independently;
- Instil an appreciation of quality craftsmanship, design and functionality sometimes within a cultural and historic context;
- Provide opportunities for pupils to learn to effectively communicate their design ideas and increasingly make use of technical language to critique, evaluate and test their ideas and products and that of others.

Impact: Pupils will:

- Have a life-long passion for the subject and will want to achieve well;
- Begin to plan and with support, successfully execute practical DIY tasks at home;
- Have sense of wonder and enquiry about the technological world;
- Begin to self-evaluate and reflect on learning at different stages and identify areas to improve.
- Begin to have the skills, knowledge, understanding and personal qualities to fully realise a design / job brief.

Curriculum Intent, Implementation and Impact for Geography

Geography is the study of the earth, its landscape and environment as the home of people and all living things. It fosters curiosity about the world in which we live, the relationships between people and their environments and encourages active participation in changing it for the better.

Intent: the geography curriculum will ensure that all pupils:

- Have a knowledge of where places are and what they are like and a hunger to explore the wider world;
- Have an understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated;
- Have a growing base of geographical knowledge and vocabulary which is used to express well-balanced opinions;
- Will develop geographical enquiry skills and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Will have the ability to reach clear conclusions and develop a reasoned argument to explain findings.

Pupils' Version:

'I understand how the world [local, national and global] works; the connection between the human and physical environments and my responsibilities to protect it.'

Implementation Teachers will:

- Use the scheme of work and planning to enable all pupils:
 - To investigate local, national and global places and environments
 - To communicate geographically using technical vocabulary
 - To investigate patterns
- Use fieldwork to enable pupils to observe the human and physical features of the local environment;
- Employ technology and virtual reality experiences to provide pupils with near 'real life' opportunities to experience the world around them, such as replicating a rainforest in the classroom;
- Use carefully considered knowledge organisers to encourage independence and factual retention;
- Implement visits and visitors which develop pupils' geographical understanding of the world they live in;
- Provide opportunities for pupils to practise and refine their map skills in a range of contexts;
- Provide opportunities to regularly revisit previous knowledge using retrieval tasks and recall tests.
- Study key people who have, or are influencing, changes in the world and its climate.

Impact Pupils will:

- Develop a sense of curiosity to find out about the world and the people who live in it;
- Understand about current issues in society and the environment in which they live;
- Develop a deep knowledge and appreciation of their local area and its place within the wider geographical context;
- Develop a life-long ability to use skills and knowledge to navigate locally and begin to have a wider global awareness;
- Be inspired to explore the United Kingdom and places of interest in the world throughout their lives and take enjoyment from doing so.

Curriculum Intent, Implementation and Impact for History

In History, students develop the ability to use knowledge, empathy and understanding to learn from the past to influence and shape the future.

Intent: The history curriculum will ensure that all pupils:

- Learn from and about our local history, the history of the UK and its' community and that of the wider world;
- Understand about the key events and people from the past and that we are a part of history;
- Develop skills to enable us to ask questions, think critically, empathetically;
- Take action for change. History helps our pupils to understand the complexity of people's lives, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Pupils' Version:

'I can empathise, investigate, understand and analyse key events in history (local, national and global) giving me an understanding of the world both past and present.'

Implementation: Teachers will use the scheme of work and planning to enable all pupils to:

- Know and understand their local history, through an exploration of the backgrounds of our community and our belief that we must learn from the past to better understand the future;
- Use historically grounded vocabulary to communicate confidently, intelligently and empathetically;
- Model and teach pupils how to use different sources to understand how people's lives have shaped this nation;
- Plan opportunities for all pupils to consider, from different viewpoints, how the UK has influenced and been influenced by the wider world;
- Use carefully considered knowledge organisers to encourage independence and factual retention;
- Implement visits and visitors which develop pupils' historical understanding;
- Provide opportunities to regularly revisit previous knowledge using retrieval tasks and recall tests.
- Celebrate pupils' work through classroom displays, school displays and exhibitions.

Impact: Pupils will:

- Have a detailed knowledge of history over time, but more importantly, will secure the skills needed to be a historian;
- Be equipped with the skills, knowledge and values to be good, well-informed open minded and responsible citizens;
- 'Look to history to help to grasp the future' and actively affect positive change.

Curriculum Intent, Implementation and Impact for Science

Science is fundamental to understanding our world through observation, experimentation and enquiry.

Intent: The science curriculum will ensure that all pupils:

- Acquire the skills knowledge and understanding to develop a wonder and curiosity about the natural world and the world around them;
- Through the exploration of biology, chemistry and physics, will become rational thinkers and will understand how science has impacted on their world and their lives;
- Understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes and data to draw conclusions;
- Understand the role of science in our future health and prosperity.

Pupils' Version:

'I will develop an understanding of the world around me, physical and natural, through logical thinking and experimentation.'

Implementation: Teachers will:

- Model how to be a scientist at every opportunity;
- Develop a coherent scheme of work that integrates the disciplines of Biology, Chemistry and Physics. This will include areas such as:
- Living thing: plants, animals and humans;
- Investigation of materials;
- Forces and the physical world;
- Plan lessons allowing for a wide range of scientific enquiry, including the following:
- Establish a hypothesis;
- Undertake comparative and fair testing;
- Research using secondary sources;
- Observe and accurately record data to obtain results over time;
- Seek patterns, classify and group;
- Analyse data to draw conclusions and evaluate the process;
- Systematically plan and teach pupils to understand and use correct scientific vocabulary; to talk confidently and to apply their literacy and numeracy skills;
- Ensure that all pupils know how to access all parts of the curriculum safely;
- Effectively integrate key knowledge about influential scientists where most meaningful;
- Employ technology and resources in the classroom to enable pupils to work scientifically and to enhance the curriculum.
- Use carefully considered knowledge organisers to encourage independence and factual retention;
- Provide opportunities to regularly revisit previous knowledge using retrieval tasks and recall tests.

Impact: Pupils will:

- Have a growing knowledge of the fundamentals of science and secure the skills needed to be a scientist;
- Recognise the positive impact that science plays in their lives in areas such physical health and sustainability;
- Demonstrate a lifelong awe and wonder for the world in which they live.

Appendix 3: Modern Foreign Languages (MFL) Policy

1. Introduction

At WGPPS we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. It helps them to develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between French and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others.

Aims

- To foster an interest in learning other languages.
- To stimulate and encourage children's curiosity about language.
- To reinforce the common structure of languages.
- To help children develop their awareness of cultural differences in other countries.
- To lay the foundations for future language study at KS2 (and the introduction of WOLLOW (World of languages, languages of the world) at the Junior Sections) and beyond.
- To promote children's understanding of French as a world-wide language.

Objectives

Children will have opportunities to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Engage in conversations, asking and answering questions, expressing opinions and responding to those of others.
- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words that are introduced.
- Enjoy listening to, and joining in with a wide range of songs, rhymes and stories in order to develop confidence, imagination and self-expression.
- Hear and interact with a range of voices including the teacher and native speakers.
- Listen attentively and understand instructions, everyday classroom language and praise words.
- Learn about the cultural traditions, aspects of everyday life and celebrations in France and Spain and make comparisons with their own.
- Gain enjoyment, pride and a sense of achievement.

2. Organisation

Every pupil, from FS1 to Year 2, receives 1 lesson of MFL a week (currently French). In FS1 this is a small group lesson of around 20 minutes. In FS2 - Y2 this is a whole class lesson of 30 minutes duration.

The children do not have an exercise book for languages, so any written work is recorded in worksheet form. A booklet of work is created each year. As the very nature of the MFL scheme of work is practical and verbal, any written work is only a small representation of all the work covered.

3. Teaching and Learning Strategies

The main aim is to provide enjoyment and stimulation and to provide children with strategies, which they can apply to the learning of any language. A variety of techniques are used to encourage the children to have an active engagement with the target language. These include games, role-play, songs, conversations, question and answer work, performing to an audience, listening to audio and CD to hear authentic native speaker voices, responding to a wide range of aural stimuli and imitating accurate intonation and pronunciation. 'Spontaneity' and 'authenticity', key elements which underpin the revised curriculum, are also encouraged in the lessons.

In FS1 the scheme from Headstart Languages 'Learning French with Camembear' is introduced and incorporated into the curriculum.

Learning Objectives are shared with the pupils from FS2 at the beginning of every lesson and revisited at the end of the lesson.

During classwork, the pupils may work in small groups of various sizes, depending on the task. The emphasis is on spoken language rather than the written word, but both written and spoken activities are structured to enable pupils of all abilities to understand and respond.

A multi-sensory and kinaesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games and songs, as this serves to reinforce memory. Lessons are made as enjoyable as possible so that the children develop a positive attitude to the learning of a Modern Foreign Language.

Children's confidence is built through praise for any contribution they make, however tentative. Pupils are identified each week to receive the Star of the Week certificate in the Achievement Assembly.

Pupils also take part in the annual 'European Day of Languages' celebration where a range of activities are organised. These are designed to foster curiosity and enjoyment about different languages and cultures throughout Europe.

Any pupil identified with additional learning needs is provided with support. The aim of any support given will be for pupils to work independently, with increasing self-confidence. Through simplified or modified tasks, they may consolidate key points. We recognise that teaching children with dyslexia or dyscalculia requires different strategies. Teaching has to be multi-sensory, or much of the instruction will immediately fade and be forgotten. Teachers will be advised on useful strategies by the SENDCo.

4. Book scrutiny

- Pupil Voice surveys
- Sampling pupils' work marked work
- Discussions with staff

Schemes of work and lesson plans are consistent in format throughout the school showing learning objectives for each week and the range of resources deployed in lessons. New resources are added to the schemes of work as these are purchased or prepared.

Appendix 4: Physical Education Policy

1. Introduction

Physical Education, when experienced in a safe and supportive environment, is a vital and unique contributor to a pupil's physical and emotional health development and well-being.

Physical education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes physical skillfulness, physical development and knowledge of the body in action. It provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in teams. It promotes positive attitudes towards active and healthy lifestyles.

Aims of Physical Education

- To develop the full potential of every student in Physical Education.
- To use sport and related activities to enrich the life of every child.
- Develop control and coordination in gross and fine movements.
- Develop an awareness of space and movement through space.
- Develop positive attitudes, a sense of fairness and integrity.
- Teach safe participation and handling of equipment.
- Promote healthy and positive lifestyle.
- Develop artistic and creative skill.

2. Physical Education in Key Stage 1 (KS1) and Early Years Foundation Stage (EYFS)

Physical education is taught through Physical Education lessons and physically active play in the EYFS.

Each class is timetabled to use the school hall and Gym/Hartley Pavillion at WGHS. These lessons are taught by a specialist teacher. Additional space is available in the playground, Foundation Stage outdoor area and the games' fields of both QEGS and WGHS. Swimming is introduced at the end of FS2 and is taught by specialist teachers in the QEGS pool. The PE teacher has also achieved swimming qualifications enabling them to effectively support swimming lessons.

In the summer term an annual sports day is held for FS1, FS2 and KS1. For the FS2 and KS1 events the children take part in a carousel and are awarded first, second and third for running events. They also earn points for their house and this allows the children to work together in house teams. All children are rewarded across the event in some way to promote friendly competitiveness. These events are held at the WGHS Quad and QEGS junior field with parents invited to attend. If the weather is inclement they are held indoors at a later date.

3. Physical Education in the EYFS

Further physical skills are developed through planned learning experiences and self-initiated learning in the EYFS.

Developing gross motor skills:

- Climbing frame, low balance items, scooters and balance bikes.
- Bean bags, hoops, balls, parachutes etc.
- Planks, crates etc.

- Everyday objects for transporting e.g.: tyres, crates, blocks, bricks, large boxes, balls and beanbags.
- Opportunities for self-expression through physical activity, music, dance, small world and role play.

Developing fine motor skills:

- Construction e.g.: clay, construction sets, threading, puzzles, wooden blocks, small world toys, tweezers etc.
- Threading, stacking, loose parts play, nuts and bolts, peg boards etc.
- Clay, play-dough, Disco Dough and food technology activities, drawing, painting, collage, model making and simple cutting and shaping tools.

4. Planning and assessment

In each year group there is an overview of planned work to promote Physical Education and Physical Development (long term plan). This is further expanded in medium and weekly planning. The planning is overseen by the SLT and PE lead and is subject to regular review.

In the EYFS Physical Development is monitored termly against age related expectations in conjunction with the PE teacher when needed. A summative comment is made in the summer report relating to a child's achievement in Physical Education and Physical Development in the EYFS.

Any child who is of concern is added to our internal Cause for Concern register. This is updated regularly and monitored by the SLT and PE subject leader. Identified children take part in gross motor interventions.

The school may also follow specific plans developed with external agencies such as a NHS Physical Therapy Department. These plans are for the named child only and should only be carried out after an induction.

5. Cross-curricular links

Physical Education is important in its own right but also allows valuable practical application and development of key skills.

- English: Speaking and listening skills are promoted through evaluating and appraising work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work.
- Maths: Elements of problem solving are approached through orienteering space, problem solving, and creating new games. Dance and gymnastics extend opportunities for shape and pattern. Number work is evident through practical games and warm up tasks.
- PSHE: following rules, target setting, experience of failure and triumph. The raising of confidence and achievement in a non-academic subject.
- Science: promotion of health and practical experience of change of heart rate and breathing.
- Music: appreciation of Music, recognition of rhyme, beat and tempo.

6. Health and Safety

Children are encouraged to develop an understanding of risk in a controlled environment. They will develop an understanding of height, space and their own strength with time. The teacher should ensure the environment is safe and equipment is used appropriately by the children.

Specific risk assessments for the teaching areas and activities such as swimming are updated regularly.

General guidance:

- Earrings are not permitted in school.
- Children should wear the school uniform of shorts, tee-shirt, white trainers and tracksuit in cold weather.
- When swimming the children should wear a navy swimsuit or swim jammers, school swim hat and provide their own towel.
- Long hair should be tied up for PE.
- Equipment is checked for safety by teachers prior to the children using it.
- The condition of the flooring should be checked before the lesson to ensure the floor is dry and clean.
- All medication should be taken for any off-site activity such as swimming.
- All lessons follow a structure of a warm up routine, skill development and a cool down.
- Gymnastics and Dance should be done barefoot.
- Staff are aware of any medical or physical need of their class.
- Staff should dress appropriately to teach the lesson safely.
- Separate changing spaces for individual children are considered where necessary and appropriate for cultural/privacy reasons etc.

7. Equal Opportunities

The Physical Education curriculum is made accessible for children of all abilities. A variety of approaches are used to include children they include:

- Modifying activities – changing an element of the activity to allow a child to join in e.g. equipment, boundaries, rules, etc.
- Parallel activities – children work on similar activities alongside each other, therefore succeeding to their own ability.
- Separate activities – a separate activity is set up for the child to work with support. This would be linked with a specific area of physical development suited to the child's needs or abilities.

Curriculum Overview. Yearly Plan – Physical Education

This is subject to change or adaptation depending on availability of facilities/timetabling but is generally indicative of taught content during the year.



	Autumn		Spring		Summer	
	Autumn half term 1	Autumn half term 2	Spring half term 1	Spring half term 2	Summer half term 1	Summer half term 2
*Foundation 1	Gross motor skills	Gymnastics	Gymnastics	Gross motor skills	Ball skills/games	Ball skills/games
*Foundation 2	Fundamental Movement	Gymnastics	Gymnastics	Fundamental movement	Ball Skills/Games	Ball skills/Games
Year 1	PE Outdoor	PE Gymnastics/Dance	PE Gymnastics/Dance	PE Fitness	PE Sports Day practice	PE Sports day practice

	Games Basic game playing skills including throwing, catching, aiming & targets	Games Basic game playing skills including throwing, catching, aiming & targets	Games playing skills using a ball, invasion type games e.g. basketball, hockey, football etc	Games playing skills using a ball - invasion type games e.g. basketball, hockey, football	Games playing skills using a ball - striking/fielding type games e.g. cricket/rounders	Games playing skills using a ball - net/wall type games e.g. tennis
	Swimming Front crawl Backstroke Push & glides Submerging games		Swimming Breaststroke & dolphin kick Forward rolls and hand stands		Swimming Recap all previously learnt strokes and skills	
Year 2	PE Outdoor	PE Gymnastics/Dance	PE Gymnastics/Dance	PE Fitness	PE Sports Day; including striking & fielding skills	PE Tennis / racquet skills / athletics

	Games Game playing skills using a ball, e.g. invasion type games - football, hockey, basketball, rugby, netball	Games Game playing skills using a ball	Games Game playing skills using a ball	Games Game playing skills using a ball Striking/fielding type games - cricket/rounders	Games Game playing skills using a ball striking/fielding and net/wall type games	Games Game playing skills using a ball - net/wall type games
	Swimming Breaststroke Underwater streamlining Backstroke Forward rolls		Swimming Front crawl & basic Dolphin body action Push and glides		Swimming Recap all previously learnt strokes and skills	

Appendix 5: Religious Education Policy

1. Context

Religious Education (RE) is legally required for all pupils. It is a core subject of the curriculum for all pupils. Schools have a statutory responsibility to deliver RE to all pupils.

- This is a requirement for all pupils from FS2 to Year 2, but does not include children in FS1, however, at WGPPS, pupils in FS1 also take part in RE.
- Reflecting the fact that religious traditions in Great Britain are in the main Christian while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.

WGPPS RE curriculum is planned to align with SACRE Wakefield Council Agreed Syllabus. We use a variety of teaching resources including a scheme of work from NATRE, an all-inclusive lesson plan tool crafted by expert teachers at RE Today Services, Twinkl and Now Press Play for an immersive interactive experience. Our P4C and PSHE curriculum is designed to dovetail with RE lessons by encouraging open thinking, questioning and mutual respect.

WGPPS recognises and values the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none. We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social, and cultural development. At WGPPS we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

2. Principal Aim

The principal aim of RE at WGPPS is RE explores big questions about life, to find out what people believe and what difference this makes to how they live so that pupils can make sense of religion and worldviews, and reflect on their ideas and ways of living.

At FS1 and KS1, RE sits very firmly within the areas of personal, social, and emotional development and understanding of the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness.

The curriculum for RE aims to ensure that all pupils:

Know about and understand a range of religions and worldviews, so that they can:

- Describe, explain, and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
- Identify, investigate, and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
- Appreciate and appraise varied dimensions of religion.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
- Articulate beliefs, values and commitments clearly to explain why they may be important in their own and other people's lives.

3. Religions taught at WGPPS

The agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism, and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms.

4–5s FS1 & FS2	Children will encounter Christianity and other faiths, as part of their growing sense of self, their community and their place within it.
5–7s Key Stage 1	Christians, Muslims, Jewish (depending on year group choice - Sikhism, Hindu and Buddhism can also be selected depending on choice)

Religious Education: long term plan

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	Diwali	Advent The First Christmas	Lent Chinese New Year	Ramadan Easter	Know some similarities and differences between different religious and cultural communities in this country.	
FS2	Unit 1 Why is the word God so important to Christians? (Creation)	Unit 2 Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation)	Unit 3 Being special: where do we belong? (Thematic)	Unit 4 Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation)	Unit 5 Which places are special and why? (Thematic)	Unit 6 Which stories are special and why? (Thematic)
Y1	Unit 7 Who do Christians say made the world? (Creation)	Unit 8 Why does Christmas matter to Christians? (Incarnation)	Unit 9 Who is Jewish and how do they live? (Judaism)	Unit 10 What do Christians believe God is like? (God)	Unit 11 What does it mean to belong to a faith community? (Thematic)	Unit 12 How should we care for the world and for others, and why does it matter? (Thematic)
Y2	Unit 13 What is the good news Christians believe Jesus brings? (Gospel) that is the good news Christians believe Jesus brings. (Gospel)	Unit 14 What is the good news Christians believe Jesus brings? (Gospel)	Unit 15 Who is a Muslim and how do they live? (Part 1) (Islam)	Unit 16 Why does Easter matter to Christians? (Salvation)	Unit 17 Who is a Muslim and how do they live? (Part 2) (Islam)	Unit 18 What makes some places special to believers? (Thematic)

4. RE in FS1

At WGPPS the FS/EYFS curriculum learning is play-based with a child-centred approach. They encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories and make notes in their floor books. Children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. The children are encouraged to ask questions and reflect on their own feelings and experiences. They are encouraged to use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

The teaching of RE might come under the following:

- Creative play, make-believe, role play, dance and drama.
- Dressing up and acting out scenes from stories, celebrations or festivals.
- Making and eating festival food.
- Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination.
- Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books.
- Seeing pictures, books and videos of places of worship and meeting believers in class · Listening to religious music.
- Starting to introduce religious terminology.
- Work on nature, growing and life cycles or harvest.
- Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet.
- Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions.

Early Years Foundation Stage (EYFS)		Key Stage 1
FS1	FS2	Year 1 and upwards
RE is non-statutory, but teachers may choose to incorporate RE material into children's activities if they choose to.	RE is a compulsory part of the basic curriculum for all Reception age pupils, and should be taught according to this Agreed Syllabus for RE.	RE is a compulsory part of the basic curriculum for all Key Stage 1 pupils, and should be taught according to this Agreed Syllabus for RE.

5. RE in FS2

Non-statutory guidance for RE for all 4–5 year olds

There is an iterative approach in FS2 building on the quality of questioning, learning outcomes and content shown in the long-term plan.

6. RE in Year 1 and 2

Pupils develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They use basic subject specific vocabulary. They raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

7. Scheme of Work

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in the light of the SACRE Agreed Syllabus.

8. Teaching and Learning Strategies

Our policy aims to ensure the use in RE of Art, Drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with the policy on Teaching and Learning. We recognise the importance of teaching to our chosen syllabus in a creative, knowledge-rich, broad and balanced way.

9. Resources

We have a wide range of resources, to support our RE teaching, that we continue to develop. We maintain an RE story shelf in the library, which offers many stories from different traditions. There is a range of RE 'big books' which can be used across the age range as well. A regular audit of resources takes place by the RE subject leader to update our collection. We encourage school families to donate appropriate artefacts for RE.

10. Assessment

We report on pupils' progress and attainment in RE to parents, as required by law. The NATRE/RE Today our chosen syllabus provides descriptions of progress and attainment, which the school has agreed to use as a basis for reporting at the end of each key stage. We make specific, individual, accurate comments on each child's progress in RE in annual reports, based on regular monitoring of work and transfer this information to new schools when pupils leave us. A folder of examples of pupils' work, which is designed to help teachers make judgments about attainment and progress, is available in the shared drive. The subject leader will coordinate the addition of pupils' work that provides clear evidence of progress and attainment. However, these are only examples and there does not need to be more examples that are useful. This approach to exemplifying standards aims to clarify our understanding of what makes for quality RE.

11. Visits and visitors

We are able to visit places of worship in the immediate vicinity of the school such as Wakefield Cathedral, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class.

12. RE and British values (Taken from Wakefield Agreed Syllabus)

School inspection in England explores and judges the contribution schools make to actively promoting British values. RE can make a key educational contribution to pupils' explorations of British values, and excellent teaching of RE can enable pupils to learn to think for themselves about them.

Questions about whether social and moral values are best described as 'British values' or seen as more universal human values will continue to be debated (not least in the RE classroom!), but for teachers of RE, the subject offers opportunities to build an accurate knowledge-base about religions and beliefs about values. This in turn supports children and young people so that they can move beyond attitudes of tolerance towards increasing respect, so that they can

celebrate diversity. Values education and moral development are a part of a school's holistic mission to contribute to the wellbeing of each pupil and of all people within our communities.

The RE curriculum focuses on learning in some of these areas, but pupils' moral development is a whole-school issue.

Mutual tolerance

Schools do not accept intolerant attitudes to members of the community: attitudes that reject other people based on race, faith, gender, sexual orientation or age are rightly challenged. A baseline for a fair community is that each person's right to 'be themselves' is to be accepted by all. Tolerance may not be enough: RE can challenge children and young people to be increasingly respectful and to celebrate diversity, but tolerance is a starting point. It is much better than intolerance.

Respectful attitudes

In the RE curriculum attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and worldviews and will be challenged to respect other persons who see the world differently to themselves. Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs and are challenged to be broad-minded and open-hearted.

Democracy

In RE pupils learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.

13. The rule of law

In RE pupils examine different examples of codes for human life, including commandments, rules, or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their communities. They learn that fairness requires that the law apply equally to all, irrespective, for example, of a person's status or wealth. They have the opportunity to examine the idea that the 'rule of law' focuses specifically on the relationship between citizens (or subjects) and the state, and to how far this reflects or runs counter to wider moral codes and precepts.

14. Individual liberty

In RE, pupils consider questions about identity, belonging, and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.