



ulum Intent

At Beccles Primary Academy, we are striving to be the very best we can be for our children and the community that we are part of. While we will always prioritise our children’s academic outcomes and progress, we believe that we offer more than just academic focus. We want our children to be ready for all of life’s challenges and to be able to grasp every opportunity that comes their way; we believe that this can only come about by enabling a curriculum that focuses on building a range of key skills as well as deep knowledge and personal development.

Our curriculum is shaped by four key strands:

We are safe

We are healthy

We are learning

We are prepared



We believe that we need to weave each of the four strands through every minute of every day if we are to meet our vision and ensure that all of our children are ready for the next stage in their development when they leave Beccles Primary Academy. At the very heart of what we do is to ensure that children feel safe. When we achieve this, we know that children will be confident to take responsibility for their physical and mental health and learn effectively.

The biggest part of our curriculum is focused on the core academic elements of learning through our delivery of the National Curriculum. In addition, our ‘We are prepared’ framework provides opportunities to develop and apply knowledge and skills outside the National Curriculum.

This document provides an overview of all aspects of our curriculum and is organised under the 4 key stands as follows:

<i>We are safe</i>	<ul style="list-style-type: none"> P.S.H.E programme R.S.E policy and programme Safeguarding policy and practice e-safety Sense of belonging
<i>We are healthy</i>	<ul style="list-style-type: none"> Physical Education DT Programme Positive relationships Wellbeing curriculum
<i>We are learning</i>	<ul style="list-style-type: none"> National Curriculum coverage
<i>We are prepared</i>	<ul style="list-style-type: none"> Pupil voice Ambassador roles Adult Champions 11 before 11 P.S.H.E programme

We are safe

“If children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share their feelings and grow.” Alfie Kohn

There are two key aspects to this element of our curriculum; our safeguarding programme and our approach to e-safety.

Safeguarding Programme

In line with our approach to safeguarding for all our staff, we have a learning focus for safeguarding education each half term. Each strand focuses on a specific aspect of learning (as outlined below). Each half term has a different focus during which there will be a key assembly (sometimes for the whole school, sometimes divided into different year groups dependent on the content) along with specific teaching and learning experiences in the classroom.

The six focus areas are:

Peer to peer relationships (including bullying)

Traffic safety (road safety, being safe near railways)

Tolerance (including knowing your own beliefs, recognising other opinions)

Mental wellbeing

Safety outside school (stranger danger, ‘gang’ awareness)

Personal safety (the ‘underwear rule’ and general health)

E-Safety

We know that being safe around the use of the internet is absolutely critical for our children. Rather than having a focus on this once a year on an *e-safety day*, we thread this learning into each term. We have a progressive e-safety curriculum throughout the school with a specific assembly each term and follow up lessons that all children undertake as they go through each year group.

Coverage includes:

Privacy Security

Self-image Identity

Relationships Communication

Cyberbullying

Digital Footprint Reputation

Creative Credit Copyright

Information Literacy

Internet Safety

A sense of belonging

In order to ensure that our children feel part of team that is wider than their classroom, they all belong to a school house. We have 4 Houses (aligned to local areas in Beccles): Northgate (red), Saltgate (yellow), Blyburgate (blue) and Hungate (green). House Captains are elected each year by the children, who total up the house points each Monday and share this in assembly. The winning house is celebrated each half term.

We are healthy

He who has health has hope...and he who has hope has everything Arab proverb

This is delivered through: *I am healthy – The Children’s Health Project*

There are 4 key elements to this strand:

Healthy Movement (Captain Kinetic)

Healthy Eating (Nutrition Ninja)

Healthy Habits (Agent Lifestyle)

Healthy Thoughts (Mindset Warrior)

Health and wellbeing

Health and wellbeing is a key priority for all members of our school community. As a result, we have a number of aspects to this element of our ‘We are prepared’ framework.

Physical health and fitness

Knowledge and understanding of this is taught through our Science and PE curriculums but we revisit this as part of understanding wellbeing.

Healthy eating

Covered through our Science & DT curriculum but brought to life through our ‘Healthy Tuckshop’ on a Friday

Basic First Aid

All of our children get the opportunity to learn basic first aid through:

An awareness of the dangers of drugs, alcohol and tobacco. While the physical impacts upon the body of drugs, alcohol and tobacco are covered through Science, further discussions are held around the safety aspects of these themes.

Changing body. Children are taught the key facts about puberty and what happens in adolescence, including physical and emotional changes.

Mental wellbeing

Our student surveys enable the school to identify ways in which we can support the children further with their wellbeing and results from this are considered and acted upon by our inclusion team. In addition, the school has a commitment to mindfulness and, in line with the practices of the Mindfulness in Schools Project (MiSP) will be delivering the PawsB programme to KS2 from September 2019.

Positive relationships

Through our PSHE programme we ensure that our relationships education is wide, varied and discussed regularly. Over the school we cover:

- ☑ Families and people who care for me
- ☑ Caring friendships
- ☑ Respectful relationships
- ☑ Online relationships (coverage is linked to our e-safety programme)
- ☑ Being safe (coverage linked to our e-safety programme)

In all aspects, there are links to our safeguarding curriculum.

We are learning

“Always walk through life as if you have something to learn, and you will.” *Vernon Howard*

Our academic curriculum is broad and balanced and provides significant opportunity for children to apply and express their knowledge and understanding across subject areas. Since our approach is project based and thematic, it provides children with a range of rich and memorable learning experiences. We believe that a rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy children who are prepared for all of life’s challenges and opportunities.

Our Aims

- ☐ To engage children through interesting topics and hands-on activities
- ☐ To make meaningful links between subjects whenever possible
- ☐ To develop children’s skills, knowledge and understanding of a range of themes and concepts
- ☐ To make effective connections to the real world
- ☐ To help children to think creatively and solve problems
- ☐ To develop children’s capacities to work independently and collaboratively
- ☐ To enable children to make choices about their learning
- ☐ To take account of children’s interests and fascinations

Our Approach

A large proportion of our curriculum is based on the ‘Cornerstones’ publication where learning is delivered through ‘investigative projects’. Letters covering the key elements of the next project are sent out in the first week of each term to parents. These letters provide suggestions for home learning over the next period. All home learning that is brought in will be shared with the class and is incorporated in celebratory displays of the class learning at the end of the project. Each half term, celebrations or activities are held by all year groups so that parents can come into school and share in their children’s learning.

Each investigative project lasts for half a term. Work is suitably differentiated to ensure that all children are able to make maximum progress and each classroom interprets the projects in their own way. To ensure that we are giving children as many learning opportunities as possible, we make full use of our varied outdoor learning areas and commit to taking children in years 1-6 on at least 2 trips outside school each academic year.

English

As far as possible, English work is integrated to the theme of the investigative project so that there is real purpose for writing. We ensure that genre coverage is broad and balanced and each half term, children will have the opportunity to write to entertain, write to persuade and write to inform. Expectations around progression in genres for each year group can be downloaded.

Information regarding spellings, punctuation and grammar, phonics and reading comprehension can all be found on documents within the ‘learning’ menu on the website.

Maths

Maths is taught discretely with the coverage for each year group provided on the curriculum maps.

Arithmetic is taught separately on a daily basis with clear expectations that these skills are utilised during the main maths lessons that focus on provision of opportunity for further skill development, application in problem solving and investigative approaches. The content of the Arithmetic lessons is based upon gap analysis of termly year group specific tests.

Foundation Subjects

To enable children to have the opportunity to investigate and develop skills in depth, each investigative project focuses in detail on 2 or 3 foundation subjects. These foci are carefully mapped to ensure that there is full curriculum coverage of the whole curriculum across each year group. At the end of each term, children are assessed as to their level of attainment against the school's year group expectations in each foundation subject area. The foundation subjects are listed on the curriculum maps.

Religious Education (RE), Physical Education (PE) and, for KS2, French as modern foreign language, are taught consistently throughout all terms.

RE

Our RE curriculum is based upon the Cornerstones 'Love to Celebrate' projects and focuses around the six major world religions with each year group spending time studying each religion. The focus of each half term is on a specific celebration or tradition for the religion that is in focus. All terms have a mixture of learning about religion and learning from religion. Focus objective coverage for each half term is defined in addition to children building knowledge and understanding of the key celebration for each term.



We are prepared

If we are successful in weaving all four strands throughout our curriculum, we are confident that our children will leave us being positive, resilient and prepared explorers. Through our everyday work, we aim to ensure children's minds are inspired, their horizons expanded and that they are ready for whatever is next.

There are 4 key aspects to this strand:

- 📌 Having a voice
- 📌 Democracy
- 📌 Taking responsibility
- 📌 Extraordinary Experiences

Having a voice

We actively encourage children to recognise and value their role in building and shaping the school. As a result, we have a school Parliament with elected leads from each year group who meet at least once per half term with minutes published on the school noticeboard. Pupil voice also plays a vital role in our monitoring processes where we ensure children are given opportunity to talk about their learning and their opinions of lessons.

Democracy

To ensure a complete understanding of the key elements of democracy, children have specific lessons in each year working through a progressive sequence as below:

Early Years – Can we do the right thing?

Year 1 – What are rules?

Year 2 – what are laws?

Year 3 – What does it mean to represent others?

Year 4 – What is a government?

Year 5 – What is parliament?

Year 6 – What is a democracy?

These lessons form a backbone to our approach to British Values which are integral through assemblies and class discussion.

Taking responsibility

From Sports Leaders to Head boy and Head girl, our ambassador roles are open for all children in Key Stage 2. Children apply for these positions, then undertake an interview to ensure that they understand the importance and responsibility of these positions.

Extraordinary Experiences

At Beccles Primary Academy, we want our children to have experiences beyond the ordinary, to push what they believe they could do, to develop skills and attitudes to benefit their lives for many years to come and to become the extraordinary.

As a staff we aspire to build and encourage leadership, organisation, resilience, initiative and communication in every child at school. Through **11Before11**, we will deliver an education beyond the class-based curriculum to inspire our children to take that leap of faith and venture into the unknown.

We commit to giving every child a minimum of 11 adventures beyond the ordinary from the time they join us in Nursery, to when they leave us in Year 6.