

## Redlands' Subject Curriculum, Application and Impact

<b>What is our intention for our Foundation Subjects Curriculum at Sibley Redlands?</b>					
<b>Mission</b>	<p align="center"><u>"Achieving Excellence Together"</u></p> <p>Achieving Excellence Together, by preparing our children to become independent life-long learners, who are curious to know their future self. We aim to achieve this through our six Redlands R's: Resourcefulness, Remembering, Resilience, Reflectiveness, Responsiveness and Respect. Together we grow!</p>				
<b>Aims</b>	Achieving Excellence Together	Redlands Rs and the 5 DSAT Values	Independent, proactive learners who are curious to know their future self	Take pride in the learning environment - The standard you walk past, is the standard you become	Responsible global citizens
<b>Values</b>	Resourcefulness, Remembering, Resilience, Reflectiveness, Responsiveness and Respect				
<b>Curriculum</b>	<p><b><u>Core Knowledge and Understanding</u></b> e.g. excellent general, subject, social and cultural knowledge which will be the building blocks and foundation of Key Stage 1 skills, knowledge and understanding</p>	<p><b><u>Skills and Competences</u></b> Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy, Mathematics, Understanding the World, Expressive Art and Design</p>	<p><b><u>Attitudes, attributes and dispositions to learning</u></b> Independence, concentration, courage, love of learning, enthusiasm, optimism, tolerance, teamwork, kindness</p>		
<b>Why do we teach what we teach?</b>	<p>It is our intention to provide the best education possible for the children of Redlands – one that is first and foremost safe, engaging, inspiring and can open doors to allow the children to become successful in later life. We aim to prepare the children for their futures through creating local community and wider links, so that they become responsible global citizens.</p> <p>We believe that EYFS is the first step on the ladder towards their future success, so it is important that it is done right for them. Throughout Key Stage 1, we aim to ensure the basic building blocks of education are laid down to allow for success in Key Stage 2. Should a child struggle to access the curriculum, we seek advice from our SENDCo and external professionals to help fuse the strengths of the child and close any gaps in their learning. During their time at Redlands, we encourage our children to become independent learners – learners who</p>				

	<p>are resilient and learn from past experiences to help shape their future. We care about our children’s futures and want them to feel success throughout their time in education.</p> <p>Through our connective approach to learning, we aim to offer a wide variety of experiences for our children, so that their learning can become embedded in their minds, through carefully planned connections in the learning they are offered. The curriculum we offer, exposes the children to an abundance of knowledge and develops their skills as learners – knowledge and skills that will positively affect their development and success in later life.</p> <p>As a school, we continually evaluate the impact of our curriculum offer and experiences and fine-tune our core offer. This is to ensure that the children are getting the most up-to-date learning that is not only vital for them to become responsible global citizens, who add value to society; but it is also inspiring, engaging and fun!</p>
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**Outlining Our Curriculum at Sileby Redlands?**

<b>Writing</b>	<b>Our Curriculum</b>	<p><i>“You can make anything by writing.” – C.S.Lewis</i></p> <p>At Sileby Redlands Community Primary School, we aim for our children to become independent and creative writers. We encourage them to write clearly and with confidence over a range of genres, for specific audiences and purposes. Throughout their writing, we place great value on the importance of accurate grammar, punctuation and spelling, the development of correct letter formation and neatly presented handwriting as well as writing with flair. Through our English curriculum, we aim to nurture in the children a love of literature and language, and the confidence to continue write throughout their lives.</p>
	<b>Application</b>	<p>At Sileby Redlands, writing is taught daily in English lessons as well as being consolidated throughout the wider curriculum (such as history, geography, and science). Our writing curriculum is based on the National Curriculum Programme of Study which looks at spoken language, reading, writing, spelling, vocabulary, grammar and punctuation. Our Reading curriculum is broken down into two areas: word reading and comprehension. Our writing curriculum is organised into three key areas: transcription, composition and grammar and punctuation. In our Early Years and Key Stage 1, phonics is the foundation of all reading and writing and you can see our Phonics intent, implementation, and impact underneath this section. The statements outlined in the National Curriculum are used to ensure pupils receive a broad and balance writing curriculum. End of year, year group expectation sheets are used to inform planning and</p>

teaching; ensuring pupils learn, develop, revisit, and consolidate these skills throughout the year. At Sileby Redlands, we have a team to help with the intent, implementation, and impact of this subject and therefore, we have a Reading Lead, Writing Lead and also a Phonics Lead.

***Transcription***

This area of learning covers both spelling and handwriting. A structured programme of spelling extends across the whole school, beginning with phonics in EYFS and Key Stage 1 (see below for our phonics information). At the end of KS1, there is a natural transition to the Spelling Shed programme into the beginning of Key Stage 2; this continues to be used through to the end of Year 6. As a school, we follow a cursive handwriting scheme, which is first introduced in EYFS. Children are taught to use the correct letter formation, sizing and joins and are expected to apply this within all of their written work.

***Composition***

Throughout each term children will be exposed to fiction and non-fiction texts and learn to create writing in both styles. Each year group has a literacy overview for the year which ensures writing for a variety of purposes (entertaining, informing, persuading, discussing) are covered through a range text types throughout the school. Each writing unit will incorporate a variety of teaching and learning strategies such as: use of an engaging stimulus, planning around a focus text/exposure to high quality texts, setting a clear audience and purpose, explicit teaching of specific skills and opportunity for modelled and shared writing. At the end of a unit, children will independently apply their taught skills, within an extended piece of writing, and have the opportunity to edit and publish this final outcome.

***Grammar and Punctuation***

Correct grammar and punctuation are crucial building blocks for children learning to speak, write, and listen. Having a good knowledge of grammar allows our child to communicate their ideas and feelings and helps them choose the right language when writing. Within English lessons, children are taught the grammar and punctuation appropriate to their age and should have a growing bank of terminology and understanding which they are then able to apply accurately into their written work. We teach all of our literacy through a connected creative curriculum and grammar is naturally taught through each topic; however, stand-alone grammar lessons are also taught to consolidate and secure previous learning.

Within our Early Years, all of the above is taught through oracy to start with. It is essential that our children understand how to speak a sentence prior to them being able to write a sentence. Therefore, our children learn this through choral repetition of sentences which also helps them to 'hold a sentence in their head' which is essential fundamental skills for KS1. This is also helping their memory plasticity, the

		<p>'communication chain', language acquisition, oral sentence structure, phonology of the sounds within words, grammar specifically at the order in which we place words, semantics of word meaning and pragmatics on how we choose to express the meaning within sentences. EYFS use Talk for Writing to help enhance this as well as whole class reading/comprehension sessions.</p>
	<p><b>Impact</b></p>	<p>Throughout our units of work, we give our children a wide range of opportunities in which to develop their writing skills to show progress throughout the year. Children's progress will be monitored using informal assessment i.e., observations, marking of work and questioning children to identify what they have understood. The writing outcomes that children produce at the end of each unit is used as an assessment tool for teachers to track which skills have been applied correctly and areas for development.</p> <p>Each pupil has an independent writing portfolio which is built up throughout the year and this builds until they leave in Year 6. This is a collection of their end of unit writing outcomes which are published and celebrated. Our 'Writing Wall' also displays a range of selected writing from across the school; showcasing pupils' written work that has exceeded their previous achievements and celebrating their learning.</p>
<p><b>Reading</b></p>	<p><b>Our Curriculum</b></p>	<p><b><i>'I do believe that something very magical can happen when you read a good book.'</i></b> – J K Rowling</p> <p>At Sileby Redlands Community Primary School, we believe that reading is at the heart of everything we do and is an essential skill that provides access to wealth of opportunities and opens the door to a rich a broad curriculum. Our intent at Sileby Redlands Community Primary School is to ensure that all pupils are fluent and effective readers who have a rich vocabulary and enjoy reading for pleasure. It is vital that children acquire good reading skills access the information that will support their learning in all areas. We achieve this through the high-quality teaching of reading to secure fluency and a good level of comprehension. This, underpinned by a culture that promotes a love of reading, ensures that our children become articulate and literate individuals who have a positive attitude towards reading.</p> <p>We aim to:</p> <ul style="list-style-type: none"> <li>○ To instil a love of reading in children that lasts a lifetime to develop 'lifelong readers'.</li> <li>○ To develop children's confidence, fluency and independence to read for different purposes.</li> <li>○ To develop a range of reading strategies that allow children to tackle reading problems and the wider curriculum with confidence.</li> </ul>
	<p><b>Application</b></p>	<p>Children must <i>learn to read</i> before they can <i>read to learn</i>. The teaching of early reading and phonics focuses on developing children's phonetic skills in order to segment and blend to develop fluent readers through following the principles and practices of letters and sounds. Once children have gained a secure phonetical knowledge, they need to become fluent readers. This means that they must be able to</p>

		<p>recognise words automatically to use appropriate expression and intonation and read at a natural pace. A range of fluency strategies (e.g. echo reading, emphasis sentences and speed reading) allows children's fluency to be developed.</p> <p>Comprehension is a vital component of becoming a fluent and effective reader and is an important part of our curriculum taught from EYFS through to Year 6. Children work on a range of high-quality texts as a class to develop their reading skills based on the English Programme of Study content domains. Within English lessons, a range of rich reading experiences are offered linked to the topic being studied and children are encouraged to appreciate language choice and writing techniques to emulate in their own writing.</p>
	<b>Impact</b>	<p>At Sileby Redlands Community Primary School, we strive to make sure every child fulfils their potential by meeting their individual learning needs. Although every child is different and will be successful in different areas, the knowledge progression document outlines what we aim to ensure children will achieve. In line with the English Programme of Study, comprehension is essential to understanding the texts in which children can read, prior to moving them up to the next band of challenge. To assess our children, we also use PM Benchmarking exercises, Star Readers, RWInc reading assessments, AfL, Rising Stars papers and also SATs reading papers in Years 2 and 6.</p>
<b>Phonics</b>	<b>Our Curriculum</b>	<p><i><b>"The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns."</b> EEF</i></p> <p>Through the teaching of effective phonics at Sileby Redlands Community Primary School, we want our children to become confident and fluent readers as well as supporting them in developing a love/pleasure of reading.</p> <p>By giving children the best possible phonics teaching using the Read Write Inc scheme, this enables them to grow into efficient readers and opens the doors to all learning. The more children can read the more they learn and want to learn.</p>
	<b>Application</b>	<p>Phonics is taught throughout the whole of our Early Years, starting in our pre-school Redlands Robin, our Foundation Stage through to Year 2 but the journey to reading begins right from birth when babies listen and hear sounds. They then start to copy words verbally before starting at pre-school where they tune into different sounds musically and physically. This is where phase 1 phonics starts, and children begin to</p>

		<p>hear different sounds and put them together orally. This is known as oral blending and then they start to segment words into sounds before starting their learning of individual sounds.</p> <p>Our children learn a carefully planned sequence of individual phonemes (sounds), they begin to blend these together to start to read simple CVC words. The children are also taught how to segment these phonemes which teaches them to spell right from the beginning. Children Within each phase of phonics children learn high frequency words (common words that appear in books) and tricky words which cannot be sounded out. The more words children know by sight, the more fluent and confident their reading will become. Children are given reading books which mirror the sounds in which they have been learning which builds the enthusiasm and love of reading as soon as they know their first set of phonemes (m, a, s, d, t). In Key Stage 1, Phonics lessons move directly into their guided reading lessons hence ensuring that the reading needs match the level of their phonics needs.</p>
	<p><b>Impact</b></p>	<p>Children are taught phonics as a whole class at the start of EYFS, but during the year, children are put into groups which match their skills and abilities. Children’s progress in phonics is regularly assessed through everyday observations and listening to their reading. Children are assessed regularly and move through up phonics groups at any time, as long as the child has been successful of their phonics assessment. Copies of phonics assessments can also be sent home so parents can support their child on anything they are unsure of. This information is also passed onto the next phonics/class teacher during transition.</p> <p>In the summer term of Year 1 there is a National Phonics Test where children are assessed read 40 real and alien words to check their understanding of phonics. This score is also tracked in Year 2 and children are continued to be assessed within this year group. If children move into Year 3 without passing the National Phonics Test, then they will still receive specific phonics teaching to help diminish gaps in their learning. We also teach children ‘precision teaching for reading and spelling’ which helps children who cannot access the synthetic phonics and are taught different techniques to help improve their reading skills.</p>
<p><b>Mathematics</b></p>	<p><b>Our Curriculum</b></p>	<p><b><i>Developing Mastery</i></b></p> <p>We are committed to ensuring that all pupils achieve mastery in the key concepts of mathematics, appropriate for their age group, in order that they make genuine progress and avoid gaps in their understanding that provide barriers to learning as they move through education. Our Mathematics curriculum reflects a greater emphasis on mastery of the key skills of mathematics to ensure children have adequate time to develop their fluency, reasoning, and deeper understanding before moving onto a new concept. Assessment for Learning, an emphasis on investigation, problem solving and the development of</p>

		<p>mathematical thinking and a rigorous approach to the development of teacher subject knowledge are therefore essential components to the school's approach to this subject.</p> <p>Children should:</p> <ul style="list-style-type: none"> <li>○ Develop secure mathematical concepts and skills according to their ability.</li> <li>○ Become fluent mathematicians with a solid understanding of the concepts in mathematics.</li> <li>○ Develop an ability to reason and problem solve.</li> <li>○ Progress and develop clear and logical thought.</li> <li>○ Learn to use and apply mathematical knowledge, skills and vocabulary in different contexts including everyday life.</li> <li>○ Learn that mathematics has meaning and relevance to their own lives.</li> </ul>
	<p><b>Application</b></p>	<p><b>Planning, Teaching and Management</b></p> <p><b><i>The Foundation Stage</i></b></p> <p>Maths is taught as part of the Area of Learning designated as 'Mathematics' in the EYFS Curriculum. The EYFS Curriculum is made up of two strands: Number and Numerical Patterns. The children will receive some whole class and adult led maths teaching and they have access to independent child-initiated maths activities daily. Children are given opportunities to work on maths activities both indoors and outdoors. These activities are planned based on the main areas as outlined in the EYFS curriculum. EYFS staff also provide opportunities for the children to work on their maths targets both independently and as guided groups. As in the rest of the school, the Maths planned builds on previous learning and allows time for children to develop 'mastery' in the key areas of Mathematics (using Master Maths) without moving onto a new concept too quickly.</p> <p>Planning is updated daily taking into account previous learning. This ensures the maths activities are appropriate and relevant to the children's learning needs and their interests. Maths activities in Continuous Provision are planned taking into account both the children's interests and curriculum coverage.</p> <p><b>Key Stage 1 and 2</b></p> <p><b><i>Planning</i></b></p> <p>The New National Curriculum has several strands</p> <ul style="list-style-type: none"> <li>○ Number: number and place value, addition and subtraction, multiplication and division, fractions, percentages (Yr 5 &amp; 6 only)</li> </ul>

		<ul style="list-style-type: none"> <li>○ Measure</li> <li>○ Geometry: properties of shape, position and direction</li> <li>○ Statistics (Year 2 onwards)</li> <li>○ Algebra (Yr 6 only)</li> <li>○ Ratio and Proportion (Yr 6 only)</li> </ul> <p><b>Key Stage 1 and 2</b> Short term plans are produced weekly by individual class teachers. These plans include opportunities to review, teach, practise, and apply skills in all strands. Additionally short-term plans include opportunities to work on non-negotiable end of year targets and develop the children’s arithmetic skills.</p> <p>In Key Stage 1 and 2, we use ‘Maths No Problem’ using the mastery approach. This approach brings an enhanced focus on ‘mathematical language’ in every lesson. Their structure of their work is carefully varied to ensure timely progression and supports day-to-day assessment which guides our pupils to a deeper understanding of the key concepts. Our lessons also focus on real-world contexts to help our children see the importance of mathematics in their everyday lives and inclusively so all children can relate to the content. This approach, which has been successfully tried and tested in Singapore, provides pupils with a consistent lesson format that he or she is familiar with, regardless of their year group or who is taking the class.</p> <p><b>Key Stage 2-</b> In Key Stage 2 children have a daily mathematics session of approximately 60 minutes. Teachers in Key Stage 2 also plan and provide opportunities for children to use and apply maths knowledge and skills in other areas of the curriculum.</p>
	<b>Impact</b>	<p><b>Assessment</b> Class teachers are responsible for assessing individual children’s attainment in maths in line with the school’s Assessment programme. Progress is reported to parents during Parents’ Evening and End of Year Reports.</p> <p><b>Foundation Stage</b> Teachers continually update children’s ‘Learning Journeys’ with observations, photographs, and work samples in their journals, which details the children’s progress in maths. In addition, this is also recorded on the on line assessment tool, called, Tapestry.</p> <p><b>Key Stage 1 and 2</b></p>



		Children articulate their understanding through, 'learning reflections' to express how they feel about the skill/knowledge been taught in maths. Assessment is conducted within the moment as well as after each lesson which in turn informs the next day's teaching/interventions.
<b>Science</b>	<b>Our Curriculum</b>	<p><i>"The way a child discovers the world constantly replicates the way science began. You start to notice what's around you, and you get very curious about how things work. How things interrelate. It's as simple as seeing a bug that intrigues you."</i> – David Cronenberg.</p> <p>Science stimulates pupil's curiosity, develops their sense of enquiry and their understanding of the world around them. Children learn to work as scientists, planning and undertaking practical investigations on their own and with others. They combine their personal experiences with the scientific knowledge they learn which enable them to develop an understanding of key scientific ideas and how the world works and develop a sense of curiosity about natural phenomena.</p>
	<b>Application</b>	<p>Pupils begin their formal science education in our Early Years Foundation Stage (EYFS). This involves learning foundational knowledge primarily through the 'understanding the world: the natural world' area of learning. This provides a number of rich contexts for pupils to learn a wide range of vocabulary. These words form the beginnings of scientific concepts that will be built on in Year 1 and beyond. Children find out about objects, materials and living things using all their senses looking at similarities, differences, patterns and change. Both the environment and skilled practitioners foster curiosity and encourage explorative play, children are motivated to ask questions about why things happen and how things work. Our children are encouraged to use their natural environment around them to explore. Children enjoy spending time outdoors exploring mini-beasts and their habitats, observing the changing seasons, plants, and animals. Children start to explore cookery and baking sessions which allows them to experience changes in state as ingredients are mixed, heated and cooled.</p> <p>Across both key stages, the scientific context can be taught either discreetly or as part of a topic where appropriate.</p> <p>At Sileby Redlands, we follow the National Curriculum Programme of Study for science which is set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. 'Working scientifically' specifies the understanding of the nature, processes, and methods of science for each year group and should not be taught as a separate strand. This element should be embedded throughout the delivery of the Science curriculum. Sileby Redlands teach subjects through a topic based connected curriculum and sometimes, Science is the main driver. However,</p>

		<p>when this is not the case, Science will be taught as a stand-alone subject through this term. Cross-curricular links are also made where possible to enhance the learning of science.</p> <p>Teachers identify the most appropriate teaching strategies to best suit the learning situation and ensure that they identify the most appropriate, engaging and safe method for the learning to be conducted. Learning is encouraged through investigations, first-hand experiences, discussions, and recordings. Pupil voice also plays an essential role in measuring the impact of our Science curriculum across the school. Through pupil interviews, children can reflect on what they have learnt and its impact on our world today. These work together cohesively to evaluate standards in Science across the school.</p>
	<p><b>Impact</b></p>	<p>Sileby Redlands Community Primary School have progression statements which looks at both the skills and knowledge in which the children need for their year group. Children’s progress is monitored by using these progression statements, informal assessments i.e., observations, evidence within books, photographs, marking and questioning children to identify what they have understood. Quality first teaching tackles misconceptions at every stage of the teaching of science. Children will also participate in low stakes quizzes giving them the time and opportunity to remember what they have learnt, and this will also aid their retention of learning. The Science Lead will be monitoring the Science curriculum and data each term alongside the schools RAP and the Science Action Plan.</p>
<p><b>Computing</b></p>	<p><b>Our Curriculum</b></p>	<p><i>“Those who can imagine anything, can create the impossible.”— Alan Turing</i></p> <p>At Sileby Redlands, we believe that technology is an essential part of the curriculum; computing is not just a subject on its own; it is a subject that plays an important role throughout the whole curriculum. Through the study of Computing, children will be able to develop a wide range of fundamental skills, knowledge and understanding that will actually equip them for the rest of their life. Computers and technology are such a part of everyday life that our children would be at a disadvantage if they are not exposed to a well thought out computing curriculum. We believe that children must be taught in the art form of ‘Computational Thinking’ in order to provide them essential knowledge that will enable them to participate effectively and safely in the digital world beyond our gates. We also teach Online Safety through Project Evolve curriculum. We hold the highly respected 360 Online Safety Award, February 2023.</p>
	<p><b>Application</b></p>	<p>Our children in Early Years provision will be exposed to the understanding of internet safety as they explore the world around them and how technology is an everyday part of their learning and understanding of the world.</p>

		<p>In Key Stage 1, the children are taught a computing scheme of work in which they will learn to understand what algorithms are; how they are implemented as programs on digital devices; and that programs are executed by following precise and unambiguous instructions. They will be taught to create and debug simple programs and use logical reasoning to predict the behaviour of simple programs. They will be shown how to use a range of technology purposefully to create, organise, store, manipulate and retrieve digital content as well as recognise common uses of information technology beyond school. They are taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>In Key Stage 2 the children continue to be taught using the computing scheme of work in which they will design, write, and debug programs that accomplish specific goals and solve problems by decomposing them into smaller parts. They will use sequence, selection, and repetition in programs, use logical reasoning to explain how some simple algorithms work and correct errors in algorithms and programs. Children will be taught to understand computer networks, including the internet, and the opportunities they offer for communication and collaboration. They will use search technologies effectively, learn to appreciate how results are selected and ranked, and be discerning in evaluating digital content. They will use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. They will also be taught the difference between software and hardware. Children will also be used how to use other hardware such as microphones, video cameras, bee bots, pro bots and o bots, VR headsets and drones to enrich the teaching of computing.</p>
	<p><b>Impact</b></p>	<p>After the implementation of this computing curriculum, children will be digitally literate and able to join the rest of the world on its digital platform. Children in Year 5 will also be using technology to meet live with pupils in India, supporting our school's charity, Asha understanding at first hand that this would not happen without technology. The children of Sileby Redlands will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. The biggest impact we want on our children is that they understand the consequences of using the internet and that they are also aware of how to keep themselves safe online. As children become more confident in their abilities in Computing, they will become more independent and key life skills such as problem-solving, logical thinking and self-evaluation become second nature. Pupil voice also plays an essential role in measuring the impact of our Computing curriculum across the school. Through pupil interviews,</p>

		children can reflect on what they have learnt and its impact on our world today. These work together cohesively to evaluate standards in Computing across the school.
RE	<b>Our Curriculum</b>	<p><i>“There is no religion that teaches anger or hatred”</i> – The Dalai Lama</p> <p>Sileby Redlands Community Primary School follow the Revised Leicestershire Agreed Syllabus 2021 which asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society. The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. This teaching contributes by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully. This curriculum’s aim is to equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities. Our pupils also learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.</p>
	<b>Application</b>	<p>As already stated, RE is taught in accordance with the Leicestershire Revised Syllabus for Religious Education 2021. It is supplemented by understanding Christianity. Using this blended approach ensures that pupils develop their knowledge and understanding following similar strands throughout school, which allows them to build upon and make connections in their learning. Our curriculum is enriched with experiences which celebrate the opportunities in our local area. RE enables pupils to appreciate their own and others’ beliefs and cultures, helping them to develop a clear understanding of the significance of religion in their own area as well as in the world today. It is concerned with the promotion of each pupil’s self-worth, enabling them to reflect on their uniqueness as human beings, to share their feelings and emotions with others and to appreciate the importance of forming and maintaining positive relationships. We teach R.E. discreetly in both Key Stage 1 and 2 during blocks of learning each term, which equates to approximately 45 hours over the whole year. In Key Stage 1 children will learn the religious traditions of Christians, Jews and Muslims. In Key Stage 2, children will build upon this knowledge and learn the religious traditions of Christians, Muslims, Hindus and Jews. In Early Years, the opportunities for learning are interwoven around the children’s own life experiences and are linked to learning about an awareness of similarities and differences and celebrating each other’s cultural diversity. Children will encounter</p>

		<p>Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. Sileby Redlands also have strong connections with our local church and the Reverend Duncan will share services with us. We celebrate Christmas and Easter by holding services at his church. We also celebrate Holi as a whole school for a day, resulting in a whole school dance celebration displayed to the parents/carers where we also through colours!</p>
	<p><b>Impact</b></p>	<p>Teaching R.E. makes a significant contribution to pupils’ academic and personal development. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are important in our diverse society.</p> <p>We want the R.E. curriculum to impact on the children in the following ways:</p> <ul style="list-style-type: none"> <li>○ To deepen their reflection on questions of meaning, offering their own thoughtful and informed insights into religious and non-religious views of life’s meaning and purpose.</li> <li>○ To help them explore fundamental questions of beliefs and values in relation to a range of contemporary issues.</li> <li>○ To consider their own beliefs, values and attitudes and become more tolerant of the beliefs, values, and attitudes of others.</li> <li>○ To consider religious perspectives on contemporary social and moral issues.</li> <li>○ To equip our pupils with strong skills to consider issues of community cohesion, diversity, and religious understanding.</li> <li>○ To contribute significantly to pupils’ academic progress and their personal development.</li> </ul> <p>Pupil voice also plays an essential role in measuring the impact of our RE curriculum across the school. Through pupil interviews, children can reflect on what they have learnt and its impact on our world today. These work together cohesively to evaluate standards in RE across the school.</p>
<p><b>Geography</b></p>	<p><b>Our Curriculum</b></p>	<p><b><i>‘Geography explains the past, illuminates the present and prepares us for the future.’ – Michael Palin</i></b></p> <p><b><i>‘It seems that the natural world is the greatest source of excitement; the greatest source of visible beauty; the greatest source of intellectual interest. It is the greatest source of so much in life that makes like worth living’ – David Attenborough</i></b></p> <p>Through the teaching of Geography at Sileby Redlands Community Primary School, we aim to ensure our geographers are equipped to deal with the demands of the 21st century and become lifelong learners.</p>

		<p>Through our curriculum which follows the National Curriculum Programme of Study, we aim for our children to:</p> <ul style="list-style-type: none"> <li>○ work collaboratively with others, listening to their ideas and treating these with respect</li> <li>○ become inquisitive learners through asking and answering questions that help to expand their own experiences and understanding</li> <li>○ develop respect for their planet and how it impacts their own lives and that of others.</li> </ul> <p>The geography curriculum at Sileby Redlands aims to inspire a curiosity and fascination about the world and its people that will remain with the children for the rest of their lives. We intend to encourage all children to develop a critical understanding of the diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge of the world will help them to deepen their understanding of the interaction between humans and the physical environment around them, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches for children to build upon in order to explain how the Earth's features at different scales are shaped, interconnected and changed over time.</p>
	<p><b>Application</b></p>	<p>Our geographers start their journey in Foundation Stage, where they begin to make sense of the physical world and their community. They are encouraged and guided to explore, observe, and find out about people, places, and the environment. They are taught to recognise similarities and differences in relation to people, objects, materials and living things. They are expected to be able to talk about the features of their own immediate environment and how their personal environments may vary from one another.</p> <p>Throughout Key Stage 1 and Key Stage 2 children are encouraged to explore and investigate their locality, the United Kingdom, and the world. They continue to develop a broad understanding and use of key geographic vocabulary and explore a range of the world's most significant human and physical features. Children are encouraged to appreciate how humans have used the environment with both positive and negative effects and to educate themselves on how this will impact life in the future.</p>
	<p><b>Impact</b></p>	<p>Sileby Redlands Community Primary School have progression statements which looks at both the skills and knowledge in which the children need for their year group. Children's progress is monitored by using these progression statements, informal assessments i.e., observations, evidence within books, photographs, marking and questioning children to identify what they have understood. Quality first teaching tackles misconceptions at every stage of the teaching of science. Children will also participate in low stakes quizzes giving them the time and opportunity to remember what they have learnt, and this will also aid</p>

		<p>their retention of learning. The Science Lead will be monitoring the Science curriculum and data each term alongside the schools RAP and the Science Action Plan. Pupil voice also plays an essential role in measuring the impact of our Geography curriculum across the school. Through pupil interviews, children can reflect on what they have learnt and its impact on our world today. These work together cohesively to evaluate standards in Geography across the school.</p>
<p><b>History</b></p>	<p><b>Our Curriculum</b></p>	<p><i>'We are made by History'</i>. – Martin Luther King Junior.</p> <p><i>'The more you know about the past, the better prepared you are for the future'</i>. – Theodore Roosevelt.</p> <p>Through the teaching of History at Sileby Redlands Community Primary School, we aim to ensure the children are equipped to deal with the demands of the 21st century and by becoming lifelong learners. Through our curriculum which follows the National Curriculum Programme of Study, we aim for our children to:</p> <ul style="list-style-type: none"> <li>○ work co-operatively with others, listening to their ideas, and treating these with respect</li> <li>○ becoming inquisitive learners and want to ask and answer relevant questions about the past</li> <li>○ developing respect for the past and understand how it impacts on their own lives and that of others.</li> </ul> <p>The History education at Sileby Redlands Community Primary School provides the foundations for pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past. The teaching and learning of History equip pupils to ask perceptive questions, follow lines of enquiry, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>
	<p><b>Application</b></p>	<p>Our historians start their journey in the Early Years Foundation Stage and begin to explore vocabulary linked to time and chronological order within their own lives to help them understand the world.</p> <p>Across Key Stage One and Key Stage Two the children follow lines of enquiry to encourage them to research and explore a key aspect of their history topic. The skills and knowledge needed to be a historian are taught progressively across the year groups using the Sileby Redlands Skills and Knowledge progression maps. The children will also look at a diverse range of significant historical figures, linked to their history topics.</p>

		<p>Sileby Redlands teach subjects through a topic based connected curriculum and sometimes, History is the main driver. However, when this is not the case, History will be taught as a stand-alone subject through this term. Cross-curricular links are also made where possible to enhance the learning of science.</p>
	<p><b>Impact</b></p>	<p>Children’s progress is monitored by using informal assessments such as observations, marking of work and questioning children to identify what they have understood. This is tracked by the class teacher, who records which children are working towards age related expectations and those working above. These assessments are made termly, and this information is then relayed to the next year group during transition. Pupil voice also plays an essential role in measuring the impact of our history curriculum across the school. Through pupil interviews, children can reflect on what they have learnt and its impact on our world today. These work together cohesively to evaluate standards in History across the school.</p>
<p><b>Art &amp; Design</b></p>	<p><b>Our Curriculum</b></p>	<p><i>“Art enables up to find ourselves and lose ourselves at the same time”</i> – Thomas Merton</p> <p>Sileby Redlands Community Primary School enables pupils to become involved in, enjoy and appreciate the visual arts and discover how it can enrich their personal lives. Art and Design contributes to the development of the whole child emotionally, aesthetically, physically, socially, and cognitively. We believe that every child at Sileby Redlands has the potential to be an artist. Across their primary years, children explore and learn that art and design plays in their own and others’ lives, in contemporary life and in different times and cultures. They are taught confident and strong skills within the core elements of Fine Art: painting and drawing. During their phases, the children are also introduced to, and taught elements of, other areas of art such as: printing, textiles, 3-D sculpture, and mixed media. This provides all children with the opportunity to express themselves imaginatively, creatively and respond to the world around them artistically whilst developing their knowledge and understanding of various Art and Design elements.</p>
	<p><b>Application</b></p>	<p>Our Artists and Designers start their journey in the Early Years Foundation Stage which is a hive of stimulation. They have a Artist/Designer for each half term in which they study, they also have a creative table which is utilised daily. We also have a transient art table in which the children can explore natural materials daily and celebrate their own creativity. Songs are sung all of the time using nursery rhymes and topic songs to help bring the foundations of many curriculum aspects.</p> <p>Sileby Redlands is part of the Discovery Trust where we have two expert Art and Design teachers who teach this subject to every child across our trust. This provides consistency of quality first teaching and these sessions are recorded to provide essential training to other staff and support staff. These sessions are energetic, inspiring and packed with exposure to many visual, tactile, and sensory experiences. It is</p>



		<p>taught across a series of progressive lessons, as part of the children’s topic learning journey, with a focus on a particular area (drawing, painting or one other, following the Art Curriculum map). Where these sessions do not fit with our topic during that half term, children also have Art and Design opportunities to help bring this topic to life too. At Sileby Redlands Community Primary School, we also have our own designated Art and Design Subject Leader. We also use other subjects to build upon the creativity within our school such as teaching dance in PE, drama in literacy and having stand-alone music lessons weekly.</p> <p>Sileby Redlands love to showcase the skills of our pupils and staff and over the years have become involved with showcasing talents outside of our school, recently designing and painting a space rocket which was displayed in Leicester City Centre. This is now in pride position within our foyer.</p>
	<b>Impact</b>	<p>Children in EYFS and Key Stage 1 record their artwork in a sketchbook, allowing children and teachers to acknowledge their progress across the phase. These sketch books are built upon over their years at Sileby Redlands so each child and teacher can clearly see their progression of skills and knowledge. Artwork is displayed in classrooms throughout the whole year and is celebrated by all. Progress is mapped by using the Trust’s curriculum roadmaps of skills and knowledge. Also, the specialist teacher will help all teachers to understand end of unit and year expectations through their weekly teaching. Pupil voice also plays an essential role in measuring the impact of our Art &amp; Design curriculum across the school. Through pupil interviews, children can reflect on what they have learnt and its impact on our world today. These work together cohesively to evaluate standards in Art &amp; Design across the school.</p>
<b>Design Technology</b>	<b>Our Curriculum</b>	<p><i>“Art enables up to find ourselves and lose ourselves at the same time”</i> – Thomas Merton</p> <p>Sileby Redlands Community Primary School enables our design technologists to become involved in, enjoy and appreciate the visual arts and discover how it can enrich their personal lives. Design technology contributes to the development of the whole child emotionally, aesthetically, physically, socially, and cognitively. We believe that every child at Sileby Redlands has the potential to be a design technologist. Across their primary years, our design technologists explore and learn that design technology impacts their own and others’ lives, in contemporary life and in different times and cultures. They are taught confident and strong skills within the core elements of design, making, evaluating, and having the technical knowledge to build things. Cooking and nutrition is also an import factor in the lives of our design technologists and therefore, we celebrate cooking within every year group too. This provides all design technologists with the opportunity to express themselves imaginatively, creatively and safely whilst</p>

		using technical tools. They learn to respond to the world around them artistically whilst developing their knowledge and understanding of various design technology elements.
	<b>Application</b>	<p>Our Design Technologists start their journey in the Early Years Foundation Stage which is a hive of stimulation. They have an Artist/Designer for each half term in which they study, they also have a creative table which is utilised daily to use different materials to design and create. Outside within the EYFS base, children extensive opportunities to use the large construction and other materials to design and create anything in which the imagination desires; they also use a multitude of items to build outside dens and much more.</p> <p>Sileby Redlands is part of the Discovery Trust where we have two expert Design Technology teachers who teach this subject to every child across our trust. This provides consistency of quality first teaching and these sessions are recorded to provide essential training to other staff and support staff. These sessions are energetic, inspiring and packed with exposure to many visual, tactile, and sensory experiences. It is taught across a series of progressive lessons, as part of the children’s topic learning journey. Where these sessions do not fit with our topic during that half term, children also have Design Technology opportunities to help bring this topic to life too. At Sileby Redlands Community Primary School, we also have our own designated Design Technology Subject Leader. We also use other subjects to build upon the creativity within our school such as cooking which overlaps with science with changing states, health eating etc.</p>
	<b>Impact</b>	At Sileby Redlands, we enjoy celebrating our designers’ achievements. Showcases, exhibitions and festivals are hosted, allowing every artist/designer to celebrate and share their work with other year groups, parents, carers, and teachers across our school throughout the year. School displays are regularly updated to ensure every year group has this opportunity to display their work also. Designers in EYFS and Key Stage 1 and 2 record their artwork and learning journey in a sketchbook, allowing the child and teacher to acknowledge their progress as an artist across the phase. Their design learning journey is also recorded within their Curriculum Journey book through taking photos etc. On-going formative assessments are made by the class teacher regularly. Pupil voice also plays an essential role in measuring the impact of our Design Technology curriculum across the school. Through pupil interviews, children can reflect on what they have learnt and its impact on our world today. These work together cohesively to evaluate standards in Design Technology across the school.
<b>PSHE</b>	<b>Our Curriculum</b>	<b><i>Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills</i></b>

		<p><i>and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.</i> The PSHE Association</p> <p>At Sileby Redlands Community Primary School, PSHCE is at the core of what we do and enables our children to become successful in their learning, confident, independent, and balanced individuals who thrive in society by becoming responsible citizens. PSHCE (like SMSC) is embedded throughout daily life at Sileby Redlands. We model positive relationships, self-image and communication skills with others in all our day-to-day interactions, as well as teaching skills explicitly in discrete subjects such as Circle Time, PSHE lessons and assemblies.</p>
	<p><b>Application</b></p>	<p>At Sileby Redlands, we follow the national guidance with the implementation for PSHE From 2020, the following subjects became compulsory in schools in England.</p> <ul style="list-style-type: none"> <li>○ relationship education in primary schools</li> <li>○ relationship and sex education in secondary schools</li> <li>○ health education in state funded primary schools and secondary schools.</li> </ul> <p>The Department for Education (25<sup>th</sup> June 2019) states:  ‘These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society’.</p> <p>At Sileby Redlands Community Primary School, we teach the key skills through the following areas:</p> <ul style="list-style-type: none"> <li>○ <b>Myself and My Relationships:</b> including My Emotions, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change.</li> <li>○ <b>Healthy and Safer Lifestyles:</b> including Personal Safety, Digital Lifestyles, Drug Education, Relationships and Sex Education, Healthy Lifestyles and Managing Safety and Risk (including Road Safety).</li> <li>○ <b>Citizenship:</b> including Diversity and Communities, Rights, Rules and Responsibilities and Working Together.</li> <li>○ <b>Economic Wellbeing:</b> including Financial Capability</li> </ul> <p>Children at Sileby Redlands also experience some of these key skills through RE, history, geography, literacy, maths, art, music, and science, as well as outdoor learning, educational visits and links with the wider community.</p> <p>With an ever-changing society, we aim to provide our children with a strong understanding of the diverse world around them and the ability to show empathy to others. We will encourage them and support them in playing a positive role in contributing to their school and their community, therefore become</p>

		<p>responsible citizens. We also aim to produce well-rounded, happy, and healthy children who have the confidence and skills to explore their own and others spirituality. Through PPSHE, we aim to help children develop the knowledge, skills, and attributes, they need to thrive as individuals, family members and members of society.</p> <p><b>Sex and Relationship Education</b></p> <p>We follow our Sex and Relationship education policy which has been set up in accordance with Discovery School's Trust. We use the NSPCC, BBC Growing Up resources, Betty for schools and the living and growing resources, also linked to science, which provides focused learning for all year groups covering all areas of sex and relationship education.</p>
	<b>Impact</b>	<p>Children's progress is monitored by using informal assessments such as observations, evaluating work and questioning children to identify what they have understood, whilst also using teacher judgements when assessing against the learning intentions for this subject. This is tracked using end of unit assessments and recorded to identify which children are working towards age related expectations and those working below and above. These assessments are made termly, and this information is shared by the class teacher where our subject lead can map the overall impact of this subject.</p> <p>Pupil voice also plays an essential role in measuring the impact of our P.S.H.E. curriculum across the school. Through pupil interviews, children can reflect on what they have learnt and its impact on their skill development and understanding of their personal, social, health and economic education.</p>
<b>Physical Education</b>	<b>Our Curriculum</b>	<p><i>"The game is never more important than the people you play with."</i> Debra Demaline Maxted</p> <p>At Sileby Redlands Primary School, we believe all children should have access to a high-quality Physical Education. PE is an integral part of the whole school curriculum. We recognise the benefits high quality PE provision and school sport can give to all pupils. Our PE curriculum aims to ensure that all pupils develop physical literacy and the fundamental knowledge, understanding and skills to excel in a wide range of physical activities, by providing a broad &amp; balanced curriculum with opportunities for all. Our PE curriculum contributes to healthy and active lifestyles; improve emotional well-being, reduce challenging behaviour, increase attendance, and develop key skills such as leadership, confidence, social and team building skills.</p>
	<b>Application</b>	<p>Our PE curriculum is varied, and long-term plans ensure that we meet the requirements of the National Curriculum. All pupils receive at least two hours of high-quality PE with a qualified sport coach, using the outside space or school hall. During these sessions, children receive expert coaching to develop fundamental skills through a variety of activities and games suitable to their key stage.</p> <p>Our PE curriculum is sequenced precisely to ensure progression of knowledge and skills throughout a child's primary education, enabling children to build upon prior experiences and apply these fluently, with</p>

		<p>confidence. Children also have the opportunity to further explore these skills during our lunch clubs and after school sports provision with our Sports Coach and Leicester City Football Club. At Sileby Redlands, we endeavour to provide a broad range of activities based on children’s interests and new initiatives. Inter and intra sports competitions are something in which we like to promote within our school such as football and cross country. Although we enjoy the competitive nature of sport, we also appreciate and encourage the importance of inclusion and promote positive experiences of being physically active and not always participate to win.</p> <p>Pupils start their journey in the Foundation Stage and begin to explore fundamental movements, body control and space orientation linked to their everyday tasks and daily routines.</p> <p>In KS1, they continue to explore wide range of skills, movement and develop team skills which will enable them to progress to more complex activities in KS2.</p> <p>In KS2 children take part in a range of invasion, striking &amp; fielding, or net &amp; wall games, we promote imagination and creativity in gymnastics and dance as well as provide opportunities for athletics using both indoor and outdoor environments plus outdoor and adventurous activities. Children also have swimming lessons in years 4 and 5 in blocks which is part of their PE provision. As you can see, we believe that Physical Education is fundamental in developing healthy lifestyles in our young people.</p> <p>As already discussed, our Sports Coach runs lunchtime activities for our children each lunchtime and Kieran from Leicester City Football Club also runs targeted lunchtime Sports Leadership skills training. The children selected are positive role-models for younger members of the school, organising lunchtime games and assisting with annual sports days.</p>
	<p><b>Impact</b></p>	<p>Children’s progress is monitored by using informal assessments such as observations, evaluating work and questioning children to identify what they have understood. This is tracked using end of unit assessments and recorded to identify which children are working towards age related expectations and those working above. These assessments are made termly, and this information is shared by the sports team with class teachers and reported to parents in end of year assessments.</p> <p>Pupil voice also plays an essential role in measuring the impact of our PE curriculum across the school. Through pupil interviews, children can reflect on what they have learnt and its impact on their skill development and understanding of healthy lifestyles. These areas work together cohesively to evaluate standards in PE across the school.</p>
<p><b>Modern Foreign Languages</b></p>	<p><b>Our Curriculum</b></p>	<p><i>“If you talk to a man in a language that he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.” –Nelson Mandela</i></p> <p>Learning a foreign language provides a valuable educational, social, and cultural experience and links strongly to our curriculum vision. At Sileby Redlands Community School, we aim to instill in children a love</p>

		of language that enables them to communicate effectively and confidently with the wider world. As well as this, we hope to create children with the ability to understand, respect and value the amazing cultural differences that can be found across the globe. Ultimately, it is our aim to create citizens who can participate in and contribute valuably to the wider world.
	<b>Application</b>	At Sileby Redlands Community School, we teach French throughout the whole of our school, providing children with the opportunity to practise listening, speaking, writing, and reading alongside developing their intercultural understanding. The National Curriculum states that we start to teach this in Key Stage Two, however, we believe in opening up the world to our children as early as possible, so we also teach this in Key Stage One also. We follow the Language Angels French scheme of work but have also modified our own Key Stage One curriculum through purposeful French language content. Skills and knowledge is built upon and revisited over the course of the whole school to ensure progression and retention of learning. To aid this, learning is delivered using a range of strategies such as games, songs, mnemonic, chanting, and visual representations.
	<b>Impact</b>	To ensure that we know how children’s learning is progressing, at the end of each unit, assessments are conducted to identify strengths and weaknesses in speaking, reading, writing, and listening. This enables teachers to adapt planning to suit the learning needs of the children. In addition, impact of language learning can be seen through children’s engagement in lessons; interest in the content; and curiosity to develop their own learning.
<b>Music</b>	<b>Our Curriculum</b>	<i>“Music is life itself.”</i> - Louis Armstrong, jazz trumpeter We believe that accessible and inclusive music experiences are necessary to develop musicianship skills and support the skills of the wider curriculum and the ethos of the school. We give all children opportunities to listen to music from a variety of time periods, countries, cultures, and styles and develop a love and enjoyment of music. We also encourage children to appraise music, including performances by peers, through meaningful discussions about what they can hear using correct terminology. Singing is an integral part of other school’s community and takes place in assemblies and in collective worship at school. We aim to develop children’s confidence and enjoyment by providing them with opportunities to play tuned and un-tuned instruments independently or in an ensemble, to a backing track or in response to a piece of music.
	<b>Implementation</b>	Our pupils will learn that music is a universal language that embodies one of the highest forms of creativity. The scheme in which we use at Sileby Redlands Community Primary School is Charanga. Music lessons will engage and inspire pupils to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement. This scheme has carefully

		<p>planned skills and progressions in which are revisited throughout the school. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to a variety of musical examples. Children are exposed to a variety of musical styles during each of their units. Teachers ask questions about what the children have heard and give background information to the musical style of the week/unit. We also ensure that children are offered access to a peripatetic music teacher on a 1:1 basis through Leicestershire Arts.</p> <p>EYFS children learn songs developing their sense of pitch and pulse. They then used the music as a stimulus to explore sounds, rhythm, pitch, pulse, duration, texture and timbre.</p>
	<b>Impact</b>	<p>Children enjoy music and are enthusiastic in developing their musicianship skills. They confidently share their ideas and performances and appraise their own and others work using musical terminology. They are able to use transferable skills and are well prepared for the next stage of their journey. All children improve their musicianship skills and achieve at least age expected standards. We love to celebrate our children at Sileby Redlands and each year, we have a Musical Summer Soire where children are encouraged to showcase their skills through music, dance and performance poetry to our parents/carers and community. Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed at the end of each unit to inform leaders of the improvements or skills that still need to be embedded.</p>
<b>Promoting British Values</b>	<b>Our Curriculum</b>	<p><i>“Compassion and tolerance are not a sign of weakness, but a sign of strength.”</i> – Dalai Lama</p> <p>As part of British Values at Sileby Redlands, we promote ‘British Values’ through our broad and balanced curriculum. At Redlands, we have a set of values that nurture positive behaviour and diversity through our ‘Redlands R’s: Resourcefulness, Remembering, Resilience, Reflectiveness, Responsiveness, Respect all underpinned with Responsibility. The staff in the school promotes these values through being good role models.</p>
	<b>Application</b>	<p>As part of British Values at Sileby Redlands, we promote ‘British Values’ through our broad and balanced curriculum. At Redlands, we have a set of values that nurture positive behaviour and diversity. The staff in the school promotes these values through being good role models. Our Redlands Rs are also celebrated in each Friday’s Celebration Assembly where children are awarded their certificates and collect their badge. Children esteem to gain all six badges throughout their time at Redlands.</p>
	<b>Impact</b>	<p>The children are encouraged to be the best they can be in everything that they do. They respect their peers and the staff in the school. Through the values taught at Redlands, children are being shown how to be valuable and respected citizens. We have a student council that will teach the children the process of</p>

		democracy and what it is to live in a fair society. Through the teaching of history, RE and PSHCE which includes aspects of British Values children learn that rules and laws are important.
<b>Pedagogical approaches to Teaching and Learning</b>		• Equity and equality of opportunity, entitlement and experience.
		• Consistently high expectations, quality and standards for all pupils.
		• A mastery curriculum and continually striving for excellence within our SEND provision.
		• Research informed pedagogies.
		• Formative assessment strategies embedded in Teaching and Learning.
		• Use of evidence from cognitive science research including the importance of metacognition and self-regulation.
		• Balance of direct instruction and enquiry.
		• Strong self-evaluation
		• Authentic purposes and contexts for learning based on our local school community.
		• Emphasis of first-hand experiences.
		• Purposeful, structured play in the EYFS; drama, outdoor learning, sports, and arts.
	• Cross curricular connections	
<b>Approaches to Learning</b>		• Learning is relevant and interesting and motivates the children
		• Authentic purposes create meaningful contexts for children and enable connections to be made
		• Effective assessment for learning strategies are used frequently
		• Equality – achievement for all
		• Metacognition and self-regulation are embedded within the learning
		• Responsive teaching – checking for missing knowledge and misconceptions. Using knowledge of the children to engage with their interests
		• Varied approach to teaching and learning that focuses on deep learning
		• Deep subject knowledge informs the learning journey. Knowledge organisers support this



<b>Achieving long-term acquisition of knowledge</b>	<b>Cognitive Science</b> Learning considers HOW children learn so that learning is frequently retrieved and retained: low states testing in starters, plenary and stand-alone segments		<b>Mastery of Core Skills and Knowledge</b> Learning journey is considered so that small steps of granular learning are built upon ensuring the foundations are secure			<b>Coherent Connections</b> Learning is well linked throughout subjects, building the essential foundations for KS1 to ensure existing skills, knowledge and vocabulary can be built upon		
<b>Domains of Learning</b>	Maths	Communication, Literacy & Language acquisition, and MFL	Science and Technology	Expressive Art/Design and Creativity	Humanities	Physical and Emotional Health	PSHE/RSHE/ British Values & Understanding the World	Religious Education
	<b>COMMUNICATION, LANGUAGE VOCABULARY AND EARLY READING</b> ← Fluency of foundational skills →							
<b>Life-long Skills</b>	Critical thinking	Creativity	Collaboration	Cross-cultural understanding	Communication	Career and Learning self-reliance		
<b>Cultural Capital</b>	<b>Local</b> The local area, local factories that form our 'Houses', the importance of local community, who lives in our local community, community links with the Church, Fire Brigade, Police, Leicester City Football Club, Library			<b>National</b> Becoming a greener school, plastics, recycling, growing our own produce solar panels, links with The Green Place – becoming better citizens in the world.		<b>Global</b> Where are we in the world? Knowing others are less fortunate than ourselves and children live in poverty: Face-2-Face contact with the children who live and learn in the slums of Deli in India. Raising money and awareness for the Charity, Asha		
<b>What do our children need to be</b>	Open minded	Independent	Curious	Proactive	Responsible	Honest	Hard working	Committed

<p>successful for the next part of their learning journey?</p>								
<p><b>How will we measure the impact of our curriculum at Sileby Redlands?</b></p>								
<p><b>Impact: how we will know what our pupils will have learnt and how well they have learnt it?</b></p>	<p><b>Our EYFS curriculum needs to meet the needs of our children</b>, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Every member of staff uses ongoing observational assessment to identify children’s starting points and plan experiences which ensure progress. This information is using Tapestry and also within our own internal tracking documents. These assessments enables us to measure our starting points against a national data set. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively. During each assessment window, three times a year, teachers update the progress children have made onto Tapestry and our internal attainment documents, which allows us to assess the impact of teaching and evaluate whether it has been enough. Evidence of children’s learning including observations, work samples, photographs on Tapestry which is shared with parents and carers. We also talk to our children which allows them to reflect on their progress through pupil voice.</p> <p>Our curriculum and its delivery ensure that children make good progress. Children in our early years, on average, arrive with much lower starting points than national. During their time in our EYFS, children make rapid progress so that we meet the national expectation for GLD at the end of the year. Pupils also make good progress toward their age-related expectations before transitioning into Year One. We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and quality first teaching the children have as they move through the Early Years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.</p>							
<p><b>Evaluating Impact</b></p>	<p><b>Pupil voice</b> What do they say about our school and curriculum?</p>	<p><b>Stakeholders</b> Getting feedback from parents and Advisory Board</p>	<p><b>Evaluations</b> Evaluating through lessons observations and book looks</p>	<p><b>Curriculum Content</b> The teacher’s choices and sequencing ensuring that children build schema to acquire long-term knowledge</p>	<p><b>Effective Assessment</b> Ensure assessments are conducted, quantitative and qualitative data are used</p>	<p><b>Holistic View</b> Ensuring that children have Spiritual input from the church, mindfulness, RE, humanism, SMSC, BV</p>		

<b>Outcomes</b>	Our children will be successful learners, confident individuals and responsible citizens.