

# Thomas Jones School

## Curriculum Policy

This Curriculum Policy was adopted by the Head teacher and senior leadership team of Thomas Jones School on 16<sup>th</sup> March 2023. It will be reviewed biennially.

### Overview

The Curriculum at Thomas Jones follows the 2014 National Curriculum but is unique to our school, tailored to provide academic rigour, unique opportunities and to motivate and excite our pupils. Although Ofsted, visiting HMI and officers from the local authority have validated it as being *Outstanding*, we are always developing what we offer, seeking to improve the educational provision for our children.

Our policy reflects the requirements of the National Curriculum, 2014, the Special Educational Needs and Disability Code of Practice 2014, the Equality Act 2010 and the Early Years Foundation Stage statutory framework.

At Thomas Jones we aim to provide our children with an exciting, broad and balanced education that's coherently planned and sequenced towards children's development of knowledge, skills and cultural capital to prepare them to succeed in the future. Children are taught effectively to develop their understanding and to acquire skills that they are then able to select from and apply in a range of relevant situations.

Alongside the development of children's understanding and skills, children's spiritual, moral, social and cultural development is a priority with the curriculum organised in a way that best supports children's personal development.

We ensure equal access to learning for all pupils at Thomas Jones, with high expectations for every pupil and appropriate levels of challenge and support. See our Equal Opportunities policy for further details.

There exists a powerful learning culture at Thomas Jones. It is common to hear pupils animatedly share their willingness to learn and share their aspirations. 'My wish is to attend a first rate university' is an ambition held by many pupils. Pupils are determined to come to school as demonstrated by high attendance figures and the fact that so few pupils are ever late. Ultimately, though, it is only through observing pupils that one can fully grasp the frisson of positivity that exists.

What our pupils learn, they learn at school, because of how they are taught, not in spite of it. Teaching is consistently strong. Anything less than deft, reflective and insightful teaching will be insufficient if every pupil is to achieve.

Oracy is integral. Pupils are, at every opportunity, encouraged to use Standard English. Staff model pronunciation and teach children how to enunciate. It is our view that our pupils' capacity to mentally handle grammar has a positive impact upon how they write. Pupils are exposed to a rich and varied vocabulary and they embrace this with gusto. EYFS pupils are explicitly taught. Older pupils command an impressive subject specific lexicon. It is common to hear Year 6 referring to genre, social realism, analogy, retribution, redemption that reflects the quality of their learning. Year 6 are taught works of literature by Phillip Larkin, Tennyson and William Blake. Macbeth, Julius Caesar, The Tempest and Romeo and Juliet are also taught. Dickens's Oliver Twist is a perennial favourite. They absorb huge chunks of what is taught and also much that is incidental.

Homework is absolute and the exacting standards regarding this are respected by pupils and their families. Exquisite cursive script is incredibly important.

## **Roles and Responsibilities**

### Board of Governors

The board of governors monitor the effectiveness of this policy and challenge and support the school in setting curriculum priorities and aspirational targets.

The also ensure that:

- enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- provision is made for pupils with different abilities and needs including children with special educational needs.
- relevant statutory assessment arrangements are implemented.

### Headteacher

The headteacher is responsible for ensuring that this policy is adhered to and that :

- enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements and that this is reviewed by the board of governors.
- provision is made for pupils with different abilities and needs including children with special educational needs.
- relevant statutory assessment arrangements are implemented and meet all legal requirements.
- the board of governors are involved in setting and informed of whole-school targets related to the breadth and balance of the curriculum.

### Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## **Early Years Foundation Stage (EYFS)**

At Thomas Jones we prioritise the learning and development of our youngest children in Nursery and Reception and ensure that they are ready for their next steps in their learning in line with the rest of the school.

We believe that the Early Years Foundation Stage should be a time of play, and that through play we discover the excitement of learning, the rewards of achievement and acquire our life skills. Our early years settings with their bright, busy and well-planned environments encourage the children in the development of skills, attitudes and understanding that will help them to reach their potential and become confident, active learners and members of our school community.

It is through this process that the children will work towards, achieve and, in some cases, exceed the Early Learning Goals.

See our EYFS policy for further information regarding how our early years curriculum is delivered.

## **Core Subjects**

In the core subjects of English, mathematics and science there is a relentless focus on teaching the fundamentals and it is our aim that no child will leave Thomas Jones without these core skills in place. This is reflected in our national test results

Alongside this is a desire to develop a love of reading in our pupils by giving them the opportunity to study great literature and to reflect on the themes inherent in these works. In mathematics, pupils learn not just to be numerate, but also to apply their knowledge of key mathematical concepts across a range of problem-solving situations. In science, our pupils leave for secondary school with a detailed knowledge of the inter-related disciplines of biology, chemistry and physics and a strong understanding of the nature, processes and methods of science, developed through practical activity.

## **English**

At Thomas Jones, we pride ourselves on being a 'reading school' where quality literature is enjoyed, shared and acts as a catalyst for all elements of the English curriculum. English has a key role in the education of pupils at Thomas Jones. It is both an important subject in its own right and is incorporated through all of our curriculum. At Thomas Jones we follow the demands of the 2014 National Curriculum, yet have worked hard to develop our own curriculum model and methods for teaching English. Language and Literature form part of our curriculum 'essentials' that shape teaching and learning across the school.

## **Reading**

A culture of reading is embedded within our school. We have an absolute and relentless focus on reading in line with the National Curriculum, 2014, which places reading for pleasure at the heart of the English curriculum. We recognise

that developing a love of reading is one of the most effective ways we are able to raise attainment and life choices for our children.

The teaching of reading, both the technical aspects of decoding language and the opportunity for pupils to develop a love of literature, is one of the most important aspects of school life here at Thomas Jones. The school's specific approach to the teaching of reading has been documented in several reports:

Reading by Six: How the Best Schools Do It, Ofsted  
Moving English Forward report, Ofsted  
Building an Outstanding Reading School, Oxford Primary

### Phonics

At Thomas Jones we utilise the Jolly Phonics reading scheme, matched to the National Curriculum Letters and Sounds document, to ensure children quickly and securely build up their word reading skills.

Whilst phonics is taught as a standalone lesson at the start of each day in reception, year 1 and year 2, it is also incorporated in children's learning across the whole curriculum. There is also an opportunity for phonics interventions from Reception upwards into Key Stage 2 should a child need additional support.

### Writing

It is our aim that all pupils who attend Thomas Jones leave us able to write clearly, accurately and coherently, with the ability to adapt their language and style to a range of contexts, purposes and audiences.

At Thomas Jones all pupils are supported to develop written work to the best of their ability. Pupils have daily opportunities to encounter high quality language, both from written texts and teacher interactions. Grammar, punctuation and other specific language elements are taught within the context of both reading and writing. A specific writing process is utilised to support children in their ability to write utilising their skills learnt from an early age.

### Speaking and Listening

At Thomas Jones oracy has a central place in our curriculum, reflecting the vital importance of spoken language in our pupils' development. Pupils are supported to speak in Standard English at all times whilst at school. There are opportunities to talk right across the curriculum as this is recognised as a key tool to support pupils to develop in their learning. Pupils are supported to talk about their ideas, helping to consolidate their learning. In addition to making formal presentations and participating in debates, pupils are challenged to elaborate and explain clearly their understanding and ideas.

Explicit teaching of language and vocabulary is prioritised with extremely high expectations from a young age. Vocabulary is re-visited across their time at Thomas Jones in order to consolidate and therefore be 'owned' by the children.

### Grammar, Punctuation and Spelling

As a 'reading school', our English units emerge from the exploration of quality literature. Specific language features are taught through these units in a

meaningful way, where children can apply new skills directly into their own writing outcomes.

Spellings are organised to ensure consolidation and progression throughout the school, linked to the children's phonetical understanding and expectations from the national curriculum.

The teaching of language features is planned for with consolidation and progression of children's skills and understanding year on year.

See 'English Overview' for full details of our English curriculum.

## **Mathematics**

Mathematics powers the art of reasoning, critical thinking and logic. It is our desire that through our mathematics curriculum children at Thomas Jones become fluent in mathematics, are able both to solve problems and to reason mathematically. Mathematics provides a foundation for understanding the world and giving children the ability to think in abstract ways. We strongly believe it is vital that our children are equipped with the tools and knowledge to succeed in life and with this in mind, mathematics is an integral and daily part of the Thomas Jones curriculum. We encourage children to be confident, inquisitive and to challenge themselves through child-led investigations and problems.

Since 2019 we have been following the 'mastery' approach to teaching and learning within mathematics. Promoted by mathematics professionals and the Department for Education since 2015, the mastery approach (as well as the National Curriculum) places emphasis on children becoming fluent in the fundamentals of mathematics, so they can rapidly recall facts and answer problems. Strategies employed help children to develop a deep and secure knowledge and understanding, so that by the end of each year they have acquired 'mastery' of the mathematical facts and concepts they have been taught. With this in mind, fluency is a core part of the mathematics teaching at Thomas Jones and features in every lesson.

At Thomas Jones we are following the White Rose scheme of learning which has been recommended by the Department for Education as, 'fully delivering a mastery approach'<sup>1</sup>. The White Rose mastery approach is simple and allows children to use concrete, pictorial and abstract representations to help build their understanding of mathematical concepts. From the earliest point, our planning and teaching includes the use of a variety of physical resources into daily lessons, such as base 10, number frames, place value counters and fraction wheels. These help to build a foundation of understanding in mathematics in all years, before deepening and consolidating through the use of written calculations and problems. These concrete resources are used in teaching both Key Stage 1 and Key Stage 2, and we continually dedicate time and money to resourcing and replenishing these vital learning tools, in line with our scheme of learning.

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<sup>1</sup> <https://whiterosemaths.com/resources/>

Children begin every year by consolidating concepts from the previous year with a focus on 'Place Value' and 'Number'. A large emphasis is placed on numeracy to ensure children can add, subtract, multiply and divide using mental and written methods by the time they reach Key Stage 2. From Year 1, children are encouraged to learn vital multiplication and division facts (although at first this is presented to the children as 'counting in 2s, 5s and 10s'). Problem-solving and context-driven teaching begins in earnest from Year 2, where the children can begin to apply and utilise their knowledge of the number system and other mathematical concepts, and explore and develop their reasoning skills.

The outcome of meeting the requirements of the National Curriculum for mathematics ensures our children are well-versed in number and mathematical operations. Children will be able to independently investigate and approach a range of reasoning problems, selecting from many well-practiced strategies and giving reasons for why they have chosen certain approaches.

Our mastery curriculum ensures that not only are children ready to continue mathematics at secondary school, but they are also able to use mathematics in many contexts in everyday life, something we actively encourage.

See 'Mathematics overview' for full details of our mathematics curriculum.

## **Science**

Through our science teaching at Thomas Jones we foster curiosity about the world we live in as well as developing a sense of respect for all living things and the environment. By encouraging curiosity and exploration we can then go on to teach children scientific facts and knowledge to develop their overall abilities within science. Children are encouraged to immerse themselves in the role of 'scientist' and lessons across the school afford the children opportunities to work scientifically in a practical way. Each unit incorporates an investigation where children may learn in pairs, small groups or independently to answer a scientific question or when ready to, pose their own question to be answered.

At Thomas Jones science forms part of our core subjects and children are given opportunities to learn the basics of biology, chemistry and physics through an engaging curriculum. Learning is revisited and consolidated throughout the children's time at Thomas Jones to enable it to be retained and built upon year on year. Children are also given opportunities to learn about the lives and achievements of great scientists, engineers and inventors in history and the modern day. This helps children to see the real-life purpose of science and how they enable humans to live better and easier lives.

Science teaching and learning is linked to the wider curriculum where possible and we also utilise many quality scientific venues and locations around London including The Holland Park Ecology Centre, The Science Museum, The Natural History Museum and Kew Gardens.

Our pupils leave for secondary school with a detailed knowledge of the inter-related disciplines of biology, chemistry and physics and a strong understanding of the nature, processes and methods of science, developed through practical activity.

See 'Science overview' for full details of our science curriculum.

## **The Integrated Curriculum and Discrete Subjects**

At Thomas Jones some subjects, such as mathematics, science, music, PE, RE and French, are taught discretely. Others are taught both explicitly and through our integrated curriculum. This integrated curriculum is driven mainly by history and geography and is organised into broad topic areas that are distributed and balanced throughout a child's school career. Other subjects are integrated wherever valid yet are also taught explicitly to ensure that all objectives are met and the progression of knowledge and skills is safeguarded. This approach combines the rigour of a subject-specific approach with the flexible nature of a topic-based curriculum, ensuring pupils make meaningful links across different areas of knowledge. By its nature, English is taught both explicitly and through the integrated curriculum.

Our integrated curriculum also affords opportunities to promote children's spiritual, moral, social and cultural development (SMSC) with specific topics planned such as 'My World, Your World' and 'Planet Earth'. With a topic structure affording more immersive learning experiences and trips across London and further afield, we also ensure the development of children's knowledge and cultural capital affording them a foundation to succeed in all areas of life.

### **History**

History is a popular and important subject at Thomas Jones. It is a central strand of the integrated curriculum, driving many of our topics. One of the main purposes of history teaching and learning is to inspire pupils' curiosity about the world they live in, both past and present. Children at Thomas Jones gain the opportunity to study key periods of British history, ancient civilisations and influential people who have shaped our lives today both in Europe and worldwide. History and Geography are closely linked through our topic led approach which we feel is the best model for our children and the community we serve. Topics give the children something to 'pin' all other learning onto. Visits to historical sites as well as visitors in to school serve as a 'hook' at the start of a new topic or consolidation nearer the end, and again, give children cultural capital and a point of reference going forwards with their learning in history but also across the curriculum.

Children also gain a sense of historical perspective and the development of chronological understanding through texts studied in English. As with all subjects at Thomas Jones, the learning of historical terms and vocabulary is prioritised. The curriculum places great emphasis on both historical knowledge

and historical skills and concepts. On their own, neither of these are effective at embedding a knowledge and understanding of history long term, or giving children the opportunity to get better at history. In essence we seek to develop both children's substantive and disciplinary knowledge.

The outcome of a rich, rigorous and connected experience of learning in history will be a knowledge rich historian who can ask pertinent historical questions, assess and critically evaluate potential answers to those questions and make reasoned judgements on the evidence. They will also be able to consider why people in the past may have behaved the way they did, consider consequences and categorise different historical events and historical periods into a chronological time frame. Our children will have a historical lens that will enable them to appreciate how the past has shaped the present. They will understand that there is no one view about the past, and that historians' accounts of the past may differ.

See 'History overview' for full details of our history curriculum.

## **Geography**

Geography is a way of looking at and thinking about the world. It is not simply about knowing where places are. At Thomas Jones we aim for a high quality geography curriculum which should inspire in pupils a curiosity and sense of wonder about the world in which they live.

High quality geography provision, by its fundamental nature (learning about the world), intrinsically links to and enhances all areas of learning. It supports children's understanding of identity and their place in the world. In turn effective geographical learning only happens in conjunction with its own intricacies and those of other disciplines. Geography alongside History forms a central strand of much of our integrated curriculum here at Thomas Jones, driving many of the units taught. This approach combines the rigour of a subject-specific approach with the flexible nature of a topic-based curriculum; ensuring pupils make meaningful links across different areas of knowledge. This affords our children the opportunity to become experts in the field and allows the time and space to engage children fully, also allowing for a greater number of trips and immersive experiences, something that our children particularly benefit from.

The geography curriculum incorporates fundamental geographical knowledge and skills affording pupils a firm foundation in the subject to develop their studies when they transition to secondary school. The 'Progression of Skills in Geography' document refers to how geographical concepts and skills are planned to be revisited year on year to embed and create 'hereafter knowledge'. The following principles, drawn from the 2014 National Curriculum, drive geography here at Thomas Jones:

- Children are entitled to a high-quality geography education that inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.



- Teaching equips pupils with knowledge about 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 about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

See 'Geography overview' for full details of our geography curriculum.

## **Art**

At Thomas Jones we aim for a balanced and rich curriculum that will inspire pupils to express themselves creatively, and develop a natural sense of curiosity about the world around them. Art is taught discretely each term, and although our units of learning are usually 'stand-alone' topics in their own right, some do connect with other subject topics across the curriculum. Visits to world-class art galleries and museums, as well as workshops run by visitors to the school, aim to ignite interest and encourage engagement with particular units of learning, and the wider subject as a whole.

We ensure that our art lessons follow both a skills-based and knowledge-rich curriculum. We incorporate both the history of art and the practical aspects of the subject through each unit of learning, giving equal attention to the development of skills across these two areas.

Children at Thomas Jones have the opportunity to explore major artistic movements and cultural styles from around the world. They study a diverse range of male and female artists and designers throughout history, and learn to understand the visual language of art through regular discussion, comparison and critical visual analysis. Children are taught subject specific vocabulary and are encouraged to use this language when evaluating or discussing an artist, movement or work of art.

Effective teaching and carefully planned and resourced lessons allow children to develop proficiency and confidence in drawing, painting, printing and sculpture. Progression of these core skills is made year on year, with greater emphasis being placed on accuracy and quality by upper Key Stage 2. As well as the development of artistic skill, children develop an understanding of colour, line, form and the other visual elements of art through the practical aspects of their lessons.

At Thomas Jones, children are encouraged to be reflective and to evaluate their work throughout the creative process, and in particular, following the completion of their final outcome.

See 'Art overview' for full details of our art curriculum.

## **Design Technology**

We live in an ever-changing world, fuelled by technology and innovation. The study of design technology teaches children to think outside the box, to develop their own ideas and to respond to identified needs and opportunities, preparing them for life in the world of tomorrow. It gives children the chance to work through a creative process that is more structured and action-orientated; making or adapting existing products and systems.

At Thomas Jones, we aim to equip our pupils with both the creative and investigative skills they need to excel across the primary curriculum and beyond. The transferable skills they are taught in design technology marry closely with their learning in history, science, mathematics and art, and open up a wealth of opportunities for pupils to have future careers in engineering, architecture, culinary practices and product design, among others.

Children are taught how to problem solve, and will work creatively on shared projects to solve a specific brief, where they will organise, delegate and implement their collective ideas. We encourage children to ask questions and seek answers through practical exploration, thus becoming more resourceful and inquisitive.

Design Technology is taught discretely each term, and although our units of learning are usually 'stand-alone' topics in their own right, some do connect with other subject topics across the curriculum. For example, Year 1's Heraldic Flags textiles unit links closely with their learning on Knights and Castles.

Through a sequence of practical and immersive sessions, the children will follow the 'design cycle': outlining a brief, planning, designing, making and evaluating. By Upper Key Stage 2, children should be confident with following and understanding both the process and purpose of the design cycle. As with other creative curriculum areas at Thomas Jones, self-evaluation and critical appraisal of their own outcomes is constantly encouraged, as is the development of skills in working effectively with peers and within design teams.

Our cookery sessions are almost all practical, with theoretical aspects interwoven where appropriate; either at the start of a practical session or in a standalone session. These non-practical sessions teach children about nutrition, healthy diets and food choices, where our food comes from and important elements of health and safety in the kitchen, including teaching core skills. Some of this learning compliments other subjects concerning health and wellbeing such as science and Personal Development.

## **Design Knowledge**

- Construction – key architects/designers, structures and strength
- Textiles – key artists/designers, working with fabrics

- Cookery – reading recipes, ‘farm to fork’, nutrition, health and safety □  
Technical vocabulary

### **Design Skills**

- Design – research, target users, concept, product design, planning, criteria, pattern, form, shape
- Make - building, joining, safe use of tools, sewing techniques, weaving
- Evaluate – target users, testing, self/peer assessment, redesign
- Cookery – food preparation: cutting, slicing, mixing, peeling, measuring, assembling

See ‘Design Technology overview’ for full details of our design technology curriculum.

## **Computing**

At Thomas Jones it is the intention to develop every child’s computing abilities and technical knowledge during their time at Thomas Jones, in order that they leave the school with a solid foundation in computing skills fit for the technologically advanced world they will be faced with. A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.

At Thomas Jones, the computing curriculum aims to provide the children with the skills and knowledge necessary to use technologies safely and creatively. Over time, the children will become increasingly more independent using technologies, be able to work collaboratively when solving complex problems, take steps to keep themselves safe online and develop resilience when finding solutions by learning from mistakes. Our computing curriculum is both comprehensive and enjoyable. In line with the National Curriculum, we use the 3BM scheme of work alongside the 3BM Launchpad tools to deliver our computing curriculum.

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. They are explicitly taught how to use technology safely and how to keep themselves safe online.

The following principles, drawn from the 2014 National Curriculum, drive computing here at Thomas Jones where we aim to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

See 'Computing overview' for full details of our computing curriculum.

Please also refer to our separate Online Safety Policy.

## **Music**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

At Thomas Jones, we want to create a passion for music in our children that will stay with them in their future lives. Our music curriculum is ambitious and we ensure that music is an inspiring and engaging experience that enables every child to develop their musical potential. Alongside this we want children to develop an appreciation of the value of music that is deeply personal to them. Our aim is for children to have a curiosity for the subject and a respect for the role that music may play in any person's life. Having a high quality programme of music for appreciation ensures this core value, we want to afford children the opportunity to encounter artists outside of their experience in life thus far. We endeavour to provide a variety of musical experiences through a curriculum which develops a critical engagement with music, allowing them to compose, and listen with discrimination to the best in the musical canon.

Music teaching at Thomas Jones ensures that all pupils perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. We ensure that our lessons provide the opportunity to learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level as a musician.

The curriculum places great emphasis on how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Children at Thomas Jones have the opportunity to explore a variety of musical genres and cultural styles from around the world. They study a diverse range of male and female composers throughout history, and learn to listen critically and appraise using subject specific vocabulary.

At Thomas Jones we utilise the Charanga Music School scheme. Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. For example, year 1 will be learning songs with only a few different pitch changes whereas children in year 6 will be learning more complex patterns of pitch as well as singing in multiple parts.

By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum. Charanga includes many examples of music styles and genres from different times and places which we have adapted to serve our overarching aim of introducing children at Thomas Jones to only high quality songs and artists. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

See 'Music overview' for full details of our music curriculum.

### **Modern Foreign Languages**

At Thomas Jones, French is taught explicitly from years 3 to 6, with languages and cultures being celebrated and valued throughout the school.

We recognise at Thomas Jones that the learning of a foreign language provides a valuable educational, social and cultural experience for children. Children develop communication and literacy skills that lay the foundation for future language learning and reinforce the skills required for learning English. This is particularly relevant at Thomas Jones where there are a high proportion of EAL learners.

High quality French provision not only equips pupils with the skills they require to communicate confidently with others, but also provides a vehicle through which children are enabled to learn more about the world around them including different cultures. Language learning supports children's understanding of identity and their place in the world. In addition, learning key grammatical concepts in French not only serves to improve pupils' communication in that language but also strengthens their understanding of English grammar and sentence structure.

Our French curriculum incorporates fundamental French subject knowledge and language learning skills and affords pupils a firm foundation in the subject to develop their studies when they transition to secondary school, no matter

which language they study. The following principles, drawn from the 2014 National Curriculum, drive French here at Thomas Jones:

- Learning a foreign language is a liberation from insularity and provides an opening to other cultures.
- High-quality languages education should foster pupils' curiosity and deepen their understanding of the world.
- Pupils should be enabled to express their ideas and thoughts in another language, and to understand and respond to its speakers, both in speech and in writing.
- Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

See 'French overview' for full details of our French curriculum.

### **Religious Education**

Religious Education at Thomas Jones is a reflection of our multi-faith setting. The children and their families hold a range of beliefs which are utilised in lesson content and context and through visits from the local community.

The school recognises that some children may receive religious instruction at home while others may not. We seek to appreciate the knowledge children bring from home and extend this into an understanding of the beliefs and practices of others.

At Thomas Jones, we closely follow the Local Authority's agreed syllabus for Religious Education adopted from Hampshire, 'Living Difference III' as its Locally Agreed Syllabus. The locally agreed syllabus is reviewed by the Local Authority's Standing Advisory Council for Religious Education (SACRE) at least every 5 years.

If teaching arises about religious law, particular care is taken to explore the relationship between state and religious law. Pupils are to be made aware of the difference between the law of the land and religious law.

Through the Religious Education curriculum pupils are taught:

- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour

Religious Education at Thomas Jones is taught through an enquiry based curriculum, where children explore themes/faiths/non-faith beliefs/practices through their own cycle of enquiry. The variety of religious settings available in London is utilised and each year group visit a religious place of worship which helps pupils understand a range of faiths. In addition to this, visits are actively encouraged from parents from a range of religious backgrounds. We also ensure that appropriate religious displays are present which reflect current learning and help stimulate interest.

Curriculum time for religious education is distinct from time set aside for collective worship or school assembly.

Parents/carers have a right to withdraw their children from Religious Education. Any parent who wishes to exercise this right should consult with the Head or Deputy headteacher.

See Local Authority Policy and 'Living Difference III' – RBKC Agreed RE Syllabus 2020 for further details.

### **Physical Education**

At Thomas Jones we ensure that all children progress physically through a broad and fully inclusive PE curriculum. We encourage all children to develop their understanding of the way in which they can use their body, equipment and apparatus safely, skillfully and imaginatively. All children have the opportunity to enjoy being physically active, maintain a healthy lifestyle and using the medium of sport, increase their self-esteem.

The aim of physical education is to promote physical activity and healthy lifestyles. Children are taught to observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. This in turn embeds life-long values such as co-operation, collaboration, fair play and respect.

Our curriculum begins with a focus on fundamental movement skills (FMS), building on the physical requirements of the EYFS framework, before moving on to focus on learning specific skills and gameplay for specific sports. By the end of their time at Thomas Jones children will have had the opportunity to engage with sports such as tag rugby, tennis, netball, football, hockey, cricket as well as athletic activities. Swimming is taught by a swimming coach and emphasis is placed on all children being able to swim 25 metres by the time they leave school, as well as having a general confidence in the water. Gymnastics and dance are also taught throughout the school as well as outdoor adventure activities in KS2. Children have two hours of timetabled PE each week and in addition to lessons during curriculum time, pupils have the opportunity to join one of our successful sports clubs, possibly representing the school in tournaments.

Our PE Curriculum, along with PD and science, teaches children about the importance of healthy living. At Thomas Jones we aim for children to develop

the necessary knowledge and skills which will have a positive impact on their future by becoming physically active citizens to benefit their long-term health and well-being. We want children to enjoy being physically active and embed this practice early on in their lives.

Thomas Jones employs a coach from 'Sport and Health Academy' who provides outstanding teaching for all classes from reception to year 6. Each week, every class is taught by the coach alongside the class teacher. On a second occasion, the class teacher leads the lesson ensuring all pupils receive at least two hours of high quality PE teaching per week. These lessons take place either outside in the enclosed space or inside in the hall.

See 'Physical Education overview' for full details of our PE curriculum.

**Personal Development (PD) (Personal, Health and Social Education (PSHE), Relationships and Health Education, Spiritual, Moral, Social and Cultural Development, Citizenship curriculum, Fundamental British Values and Prevent Duty)**

At Thomas Jones we have amalgamated our Relationships and Health education with our citizenship and PSHE curriculum under the umbrella topic 'Personal Development'. These subjects are designed to equip children with the knowledge to make informed decisions about their own wellbeing, health and relationships as well as preparing them for a successful adult life. For Year 5 and Year 6 pupils, Sex Education is also taught by their class teacher and the school nurse.

Our Personal Development curriculum is designed to develop key concepts, skills and attributes. Although the specific content of the curriculum will evolve as the world changes, these concepts are timeless. It is not enough to simply teach pupils about the issues covered within the core themes. It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to manage such issues should they encounter them.

Through frequent assemblies led by the Head teacher and visits from outside experts such as health professionals or the police, Personal Development is embedded into the daily life of the school. Our Personal Development curriculum combined with teacher-led discussion, circle time and informal talks about issues as they arise, mean that learning in this vitally important curriculum area is always relevant to what is happening in class, the school or the wider world.

Our Personal Development curriculum specifically develops children's Spiritual, Moral, Social and Cultural development (SMSC). Children are explicitly taught to understand, accept, respect and celebrate diversity. They



learn to respect the faiths, feelings and values of others, appreciate diverse viewpoints and reflect upon these. They are taught about the law, learn how to recognise right from wrong, understand consequences and are afforded time to investigate moral and social issues, offering their own viewpoints. They also develop skills to cooperate and participate with others and resolve conflict.

Through our Personal Development curriculum we specifically promote the Fundamental British Values of democracy, the rule of law, liberty, respect and tolerance. Children learn about the role of and to have respect for public institutions and services in Britain including Britain's parliamentary system. The role of democracy and the democratic process is explored in depth to ensure pupils leave us with a good understanding of how this impacts daily life. Pupils develop skills and attitudes in these areas that will allow them to participate fully in and contribute positively to life in modern Britain.

Schools have a legal duty to prevent pupils from becoming radicalised. At Thomas Jones we actively implement our Prevent Duty through Personal Development. All teachers assess the risk of children being drawn into terrorism through relevant lessons and discussions in class and ensure that they challenge any extremist ideas which can be used to legitimise terrorism. Teachers ensure that they create an open platform for discussion through lessons, where pupils feel confident to raise any concerns or queries and know that they will be heard. Our curriculum actively promotes safeguarding and teaches pupils how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety.

### **Sex Education**

Our Sex Education curriculum follows the DfE guidance but remains non-statutory and is taught separately by the school nurse and class teacher within the summer term in both year 5 and year 6. Parents and carers have the option to withdraw their child from part of or all of these lessons.

See 'Personal Development overview' and 'Personal Development policy' for full details of our PD curriculum.

### **Spiritual Moral Social and Cultural Curriculum**

Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

At Thomas Jones pupils are encouraged to regard people of all gender, age, faiths, backgrounds, abilities, races or culture with respect and tolerance.

At Thomas Jones we ensure children's spiritual, moral, social and cultural development through:

- Personal Development curriculum
- Whole school collective worship in assemblies

- A strong school ethos that promotes equality of all and respect and tolerance of others
- Religious Education curriculum
- Visits to places in the community
- Ensuring all pupils voices are heard and demonstrating how democracy works through our School Council

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching supports the rule of English civil and criminal law and we ensure that we do not teach anything that undermines it.

### **Promoting Fundamental British Values**

Maintained schools are required to actively promote fundamental British values under the 2002 Education Act.

At Thomas Jones, we ensure that we promote fundamental British values of democracy, rules of law, individual liberty and mutual respect and tolerance of different faiths and beliefs by:

- Our Personal Development Curriculum
  - Teachers challenging views or behaviours raised that are contrary to fundamental British values
  - All staff demonstrating high standards of ethics and behaviour within and outside of the school
  - Supporting pupils to develop their self-knowledge, self-esteem and self-confidence
  - Enabling pupils to distinguish right from wrong and to respect the civil and criminal law of England
  - Encouraging pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
  - Enabling pupils to acquire a broad general knowledge of and respect for public institutions and services in England
  - Promoting tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
  - Encouraging respect for other people
  - Encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England
- The curriculum at Thomas Jones school ensures that pupils have :
- an understanding of how citizens can influence decision-making through the democratic process

- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination.

### **Prevent Duty**

As a school setting we are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

At Thomas Jones we ensure that we meet our prevent duty through our curriculum in the following ways:

- Our specifically tailored Personal Development curriculum
- Ensuring safe open platforms for discussion and trusting relationships with adults within the school
- Instilling confidence in children to address any issues or concern
- Challenging extremist ideas

### **Core Skills**

At Thomas Jones we aim to develop our pupils to have a broad range of cognitive skills, which include; enquiry skills, being able to solve complex interdisciplinary problems, think critically about their learning tasks, communicate effectively with people from a range of different cultures, have the ability to collaborate with others, and also being able to adapt to changing environments or conditions.

At Thomas Jones the core skills of communication, independence, thinking and learning, collaboration, leadership and reviewing and improving are taught across the curriculum and are embedded within our integrated curriculum. We believe that by focusing on the core skills children will be best equipped to deal with the challenges and opportunities of life whilst at school and beyond.

### **Equality, Diversity and Inclusion**

At Thomas Jones we strive to ensure equality for all members of our school community and to ensure that all children are equally included in all areas of school life, with adaptations made as appropriate. We are incredibly proud of our rich cultural diversity within the school and the local community and aim to reflect this within our curriculum.

At Thomas Jones equality diversity and inclusion are embedded within our curriculum through:

- The school ethos and culture which is adopted by all staff members.
- Careful curriculum design that reflects the diversity of the school community and includes multiple perspectives.
- Discussion, enquiry and the promotion of each child's ability to offer their own point of view.
- Effective differentiation and adapted support including the careful planning and use of space, staff, technology and resources.
- Curriculum adaptation for individual cohorts as appropriate.
- Opportunities for pupils to relate course content to their own experiences and to those of their family and community.

Teachers consistently set high expectations for all pupils. We use appropriate assessment to set ambitious targets and plan challenging work for all groups of children, including:

- more able pupils
- pupils with low prior attainment
- pupils from disadvantaged backgrounds
- pupils with SEND
- pupils with English as an Additional Language (EAL)

Teachers plan lessons so that all pupils are able to access every National Curriculum subject, wherever possible, and ensure there are no barriers to each child's achievement.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects alongside their peers.

See our Single Equality policy and SEND policy for further details.

### **Extra-Curricular Activities**

In addition to Play Plus, after school provision, and booster classes run by teachers, Thomas Jones runs a number of extra-curricular activities during the school day and before and after school.

These include:

- Violin, viola, cello and piano tuition
- String Ensemble rehearsals
- Football training
- Netball training
- Athletics training
- French club
- Art club
- Robotics club
- Gardening club
- Phonics club
- Reading groups

- Yoga club
- Chess club
- Dance club
- History club

**Senior Leadership Team March 2023**