



Paganel Primary School

Wider Curriculum Policy



Why?

At Paganel Primary School our intent statement explains how our curriculum aims to support our children, every subject taught at our school endeavours to develop and deepen the children's knowledge and skills to support them in becoming ready for the next phase of their education and to develop as successful global citizens.

Our Curriculum Intent

At Paganel our curriculum aims to provide opportunities for our children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and wider society.

We endeavour to nurture the personal, social and emotional development of our children alongside progressing their academic skills through the offer of a broad and balanced curriculum. In our '**Pursuit of Greatness**' we embrace growth mindset and encourage our children to learn from their mistakes and build on successes.

At Paganel we want to support each child to become a curious, emotionally literate, resilient, reflective and adaptable young person who has a thirst for new experiences and knowledge.

At Paganel our aim is for the curriculum to provide opportunities for children to:

- Activate prior knowledge and create links between ideas.
- Develop the confidence to question and challenge.
- Think more deeply and build on knowledge and skills.
- Express and experience learning in a variety ways.
- Develop and broaden use of vocabulary to communicate.
- Know how to live healthy lifestyles both physically and mentally.

The core values of **respect, enquiry and perseverance** underpin all areas of our curriculum and promote inclusivity and equality to establish a school community where all members are of equal worth and differences are celebrated.

We hope that all children will be inspired and motivated to actively participate in the curriculum; experiencing enjoyment and leaving Paganel Primary School with the confidence and character to meet the challenges of an ever changing world.

What?

The children at Paganel Primary School participate in a broad and balanced curriculum, in line with expectations laid out in the National Curriculum (2014). In addition to the school's core subject offer (English, Maths and Science) the children also participate in lessons focusing on Art, Design Technology, Geography, History, Music, Computing, PE, RE, PSHE and MFL (French). Some subjects are taught through an overarching topic (Art, Design Technology, Geography, History and Music), whereas others are taught discretely (Computing, PE, RE, PSHE and MFL*).

Our approach is knowledge led and skills informed. This means that within every subject the children are taught the knowledge and skills as prescribed in the National Curriculum (2014). As a result each year group delivers subject specific knowledge and skills through a topic selected, the subjects are taught discretely during each ten week unit. The children participate in 3 topics every academic year.

The school utilises knowledge and skills documents which contain objectives taken from the National Curriculum (2014) for all subjects and all year groups to ensure the work set for all children is pitched appropriately to challenge the children. These documents are used to plan a sequence of learning for the ten week unit. A sequence for the subjects and the knowledge and skills within each subject are detailed on termly curriculum overviews. These overviews are used by teachers to plan individual lessons. Following an analysis of National Curriculum coverage against our curriculum offer the school utilises theme weeks, for example art and culture week, to ensure that key objectives can be met across school, that are not met during the 10 week sequence.

The children are set homework for the wider curriculum using a choice grid, all subjects are represented on this grid and the children select a task to do at home every week which is recorded in their homework books.

Parents are kept up to date with what their children are learning about in the wider curriculum through information being available on the school's website, curriculum newsletters which are sent out termly and knowledge organisers being sent home which introduce parents to key learning and vocabulary that is most pertinent to the topics being covered.

*MFL is only taught in KS2.

How?

The wider curriculum is taught in two ways.

1). The subjects Art, DT, Geography, History and Music are taught using an overriding topic. The topics are carefully planned to ensure they meet the needs of the cohorts of children attending the school. The subjects are taught discretely within the context of an overriding topic to support the children in recognising how their knowledge and skills have been developed in particular subject areas. All topic work is recorded by children in their green topic books. The sequence of the subjects and the order the knowledge and skills are taught are carefully thought out to ensure they support the development of long term memory.

2). The subjects PE, RE, PSHE, MFL and Computing are taught discretely and are separately timetabled for children to engage with. Staff use schemes of work such as Rising Stars (PE), Rigalo (MFL), Peacemakers and Jigsaw (PSHE) etc... to develop their planning for these subjects (for specific details about planning resources please see the individual subject policies, please also see the individual subject policies for details on how the children's achievements are recorded in these subjects).

Who?

The wider curriculum is led by the school's Deputy Head Teacher, strategic overview and planning of the non-core subjects is the responsibility of this individual. All other teachers in the school (except NQTs) have a subject responsibility for a non-core subject, these subjects are as follows:

Art, Design Technology, Geography, History, Music, Computing, PE, RE, PSHE and MFL (French).

Please find below the members of staff who lead the subject areas, as mentioned earlier in this policy the subjects have been grouped into teams and the leaders of the subjects are referred to as curriculum team members:

STEM Team: Science, DT, Maths, Computing



Miss Silk
KS1 Science
(Mat leave cover)



Mr Hart
KS2 Science
(Mat leave cover)



Mrs Reddish
DT



Mr Ball
Maths

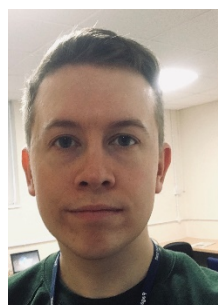


Mrs Gray
Computing

The Arts Team: Art, Music



Miss Goldhawk
Art



Mr Smith
Music

Personal Development Team: PSHE (Peacemakers), RE, RSE, PE, UNICEF



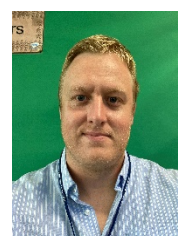
Mrs Lilley
PSHE



Mrs Lagah
RE



Mr Hart, Mr Jones and Mr Sherwin
PE and Clubs



Miss Palliser
UNICEF

*Please be advised that Mrs Gingell (Head Teacher) currently leads RSE

Humanities Team: History, Geography and MFL



Miss Morris
History



Miss Frost
Geography



Miss Morris
MFL

English Team



Miss Goldhawk

Curriculum
Team member
for Reading



Mrs Bashall

Assistant Head
Teacher
English Leader



Mrs Reddish

Acting RWI
Leader

It is the responsibility of the curriculum team member to devise curriculum maps for their subjects outlining what subject matter will be covered in which year group (throughout the year), it is also their responsibility to provide knowledge and skills documents for their subjects to ensure there is appropriate pitch and challenge in the wider curriculum for every year group across the school. The curriculum team members will support with or provide medium term planning for their subjects and also ensure there are adequate resources in school for the delivery of the subjects.

To support curriculum team members with developing a clear understanding of their role all have been provided with the curriculum team member job specification which can be found below:

Curriculum Team Members – Job Specification

Job details

Job title: Class Teacher and Curriculum Team Member

Reporting to: Victoria Shuter (Curriculum Lead)

This job specification applies to main scale/UPS teachers (not including NQTs), who as part of Teaching Standard 8 (fulfil wider professional responsibilities) are members of Paganel Primary School's curriculum teams.

The teams are as follows:

- The Arts (Music and Art)
- STEM (Science, DT, Computing and Maths)
- Personal development (PSHE, RE, Peacemakers, RSE, PE & Behaviour)
- Humanities (Geography, History & MFL)

Whole-school organisation, strategy and development

- To promote the school's curriculum intent across the setting.

- Contribute to the development, implementation and evaluation of the school’s curriculum, so as to support the school’s values and vision, with specific focus on a specified area.
- Make a positive contribution to the wider life and ethos of the school.
- Work with others on curriculum and pupil development, to ensure the pupils become independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and wider society.
- Supporting with monitoring and evaluating the quality of teaching and learning in the designated curriculum area.
- Be positive and proactive in promoting the specified area of the curriculum.

Communication

- Communicate effectively with staff, pupils, parents and carers about the provision on offer in the wider curriculum.
- To provide effective feedback regarding impact of actions taken to contribute to the effective implementation of the curriculum.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school to develop high quality provision in the wider curriculum.
- Coaching and mentoring staff.
- Establishing staff and resource needs, support staff to resource lessons in the designated curriculum area.

Personal Development

- Keeping abreast of curriculum developments in designated curriculum area.

(Job Specification – June 2019).

All curriculum team members are supported by the Head Teacher or Deputy Head Teacher and receive CPD regularly (please see the table below for details of how this support is distributed). They are also part of collegiate subject groups led by secondary SLEs to provide further support in the development of their subject areas.

Support from Head Teacher	Support from Deputy Head Teacher
Art	Computing
DT	Geography
Music	History
PSHE	MFL (French)
Science	PE
UNISEF	RE



Wider Curriculum Policy

Art

Why?

The intent statement for art explains how this area of the curriculum aims to support our children in developing and deepening their knowledge and skills to support them in becoming ready for the next phase of their education and to develop as successful artists.

Please find below the intent statement for art:

At Paganel through the school's delivery of a broad and balanced curriculum the artistic knowledge and skills outlined in the National Curriculum (2014) are taught discretely to our children within the context of a range of exciting and engaging topics which aim to inspire children to understand art, the world around them and become artists.

The artistic curriculum at Paganel aims to develop the children's knowledge and understanding about significant artists from around the globe, how they used different techniques, as well as applying these techniques into their own artistic creations. Paganel's artistic curriculum allows children the opportunity to see how artists respond to personal and global events and allow them to discuss their opinions on significant artist's work, their own work and their peers. At Paganel, each child is given a sketchbook, or the opportunity to create their own, to take with them through their journey in school. This will allow them to see their own progression in art and reflect on the different techniques and enjoyment they had in their lessons.

Through the teaching of art at Paganel Primary School, it is hoped our children will develop a knowledge of art around us and how everyday life can be beautiful and inspire us to create art. It is also hoped, by actively engaging with this subject area, that our children will be motivated and inspired to create their own art outside of school.

What?

The children at Paganel Primary School participate in a broad and balanced curriculum, in line with expectations laid out by the government in the National Curriculum (2014), all objectives for art outlined in this document are covered during the course of a child's education at Paganel. The knowledge and skills identified in the National Curriculum (2014) for art have been carefully mapped to ensure they are progressive and meet the needs of the children at the school. These objectives are delivered through three, ten week topics taught across the Autumn, Spring and Summer terms. The art knowledge and skills documents ensure that the children receive appropriately pitched work that challenges them and deepens their knowledge and understanding in this subject. The sequence of the knowledge and skills for the subject of art are detailed on termly curriculum overviews. These overviews are used by teachers to plan individual lessons. Following an analysis of National Curriculum coverage against our curriculum offer the school utilises theme weeks, for example art and culture week, to ensure that key objectives can be met across school, that are not met during the 10 week sequence.

How?

The subject of Art is taught using an overriding topic, alongside 4 other wider curriculum subjects. Art may not be taught in every topic but the knowledge and skills for every year group are carefully monitored to ensure there is full coverage of all identified knowledge and skill objectives for every year group during the course of the academic year. The topics are carefully planned by class teachers using the knowledge and skills documents to ensure they meet the needs of the cohorts of children attending the school. The subject is taught discretely within the context of an overriding topic to support the children in recognising how their knowledge and skills have been developed in the area of art. Some artwork is recorded in sketchbooks and some is photographed and put in green topic books. The sequence of the subjects and the order the knowledge and skills are taught are carefully thought out to ensure they support the development of long term memory.

Who?

-The subject of Art is led by Jo Goldhawk.

Wider Curriculum Leader (Deputy Head teacher – Vicki Shuter)	-The wider curriculum is led by the school’s Deputy Head Teacher, strategic overview and planning of the non-core subjects is the responsibility of this individual.
Curriculum Team Member Responsibilities (Art leader – Jo Goldhawk)	<ul style="list-style-type: none">-It is the subject leaders responsibility to map the teaching of art through the use of the schools knowledge and skills documents to ensure there is broad and balanced coverage and to ensure that all National Curriculum objectives are covered during the course of a child’s academic journey at Paganel Primary School.-The subject leader ensures that class teachers have all necessary and appropriate resources for the teaching of art.-The subject leader supports class teachers with planning and preparing art lessons.-The subject leader prepares supporting documentation, such as how to support and challenge all pupils, to aid the teaching of art ensuring that provision for all children is pitched appropriately.-The subject leader for art attends collegiate subject groups led by secondary SLEs to provide further support in the development of their subject areas and ensure they keep abreast of the developments and changes in the teaching of this subject.-The subject leader monitors and evaluates the quality of provision on offer in the subject of art and takes assertive action to develop the quality of provision on offer based on evidence from monitoring findings.-With support analyse assessment information and develop art provision based on the findings.
Class teachers	<ul style="list-style-type: none">-To teach the art knowledge and skills as set out in the year groups knowledge and skills document for art.-To ensure full coverage for art during the course of one academic year.-To plan and resource exciting and engaging art lessons for the children to participate in.-To plan and participate in an annual Art and Culture Week-To praise and share art work during lessons and with praise pads-To complete art assessments on the class wider assessment grids.



Wider Curriculum Policy



Computing



Why?

The intent statement for computing explains how this area of the curriculum aims to support our children in developing and deepening their knowledge and skills to support them in becoming ready for the next phase of their education and to develop as successful global citizens.

Please find below the intent statement for Computing:

Computing – Intent

At Paganel we ensure that our children receive a high quality computing education which equips them to use computational thinking and creativity to understand and change the world.

Computing is delivered as part of the school's broad and balanced curriculum, knowledge and skills, as outlined in the National Curriculum (2014), are taught discretely to our children on weekly basis. The lessons aim to develop the children's knowledge and understanding in computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully).

At Paganel Primary School, we recognise the importance of safe use of technology as it is a big part of society today. Our Computing curriculum aims to equip children with the fundamental skills they require to become safe, confident, effective users in the ever-changing technological world.

Technology is a key part of every-day life and children need to see the value and positive impact technology can have on their learning. By the time children leave Paganel, they will be confident users of technology.

It is hoped that the computing curriculum at Paganel will inspire and motivate our children to actively participate in this subject area and they will leave the school with the knowledge and understanding at a level which allows them to contribute successfully in the future workplace and to enable them to become effective participants in the digital world.

Computing – Implementation

- There is a knowledge and skills document for every year group at Paganel which details the end of year expectations for computing in line with the National Curriculum.
- All children, from Foundation Stage to Year 6, are taught discreet Computing lessons.

- At Paganel, we implement the BGFL 365 scheme of work for Computing; this provides a starting platform for teachers planning. It is designed to enable teachers to deliver six lessons per half term and covers the 2014 National Curriculum skills.
- The BGFL scheme of work is linked to the school's knowledge and skills documents to ensure the teachers understand the key (end of year) objectives for their year group, this has been further supported by the subject leader through the development of a document which outlines the small steps of learning for every objective.
- Teachers are free to adapt the schemes in place to suit their teaching needs so long as all the skills are covered. This enables teachers to build independent learning opportunities where children can demonstrate the school's core school values, particularly perseverance.
- We have a set of 30 Chromebooks and 30 tablets in school and every child has their own 365 account that enables them access to the resources they require, all files children produce are saved automatically to their account which can be accessed anytime.
- Paganel recognises that there are deep links between computing and maths, science and design technology as a result of this teachers are also encouraged to book out equipment to develop cross-curricular links. The scheme of work for computing has been adapted to ensure natural links to other areas of the curriculum are utilised.
- Teachers assess a representative sample of children from their class and their assessments are recorded on a grid (on SharePoint), this is reviewed by the curriculum leader and subject leader to identify any areas for development in the teaching of computing and support is distributed accordingly. Teachers, the subject leader and SLT also involve the children in learning conversations about computing knowledge and skills to establish where changes have occurred in long term memory.

Who?

The subject of Computing is led by Victoria Gray

<p>Wider Curriculum Leader (Deputy Head teacher – Vicki Shuter)</p>	<p>The wider curriculum is led by the school's Deputy Head Teacher. Strategic overview and planning of the non-core subjects is the responsibility of this individual.</p>
<p>Curriculum Team Member Responsibilities (Computing leader – Victoria Gray)</p>	<p>It is the subject leader's responsibility to map the teaching of computing through the use of the schools knowledge and skills documents to ensure there is broad and balanced coverage and to ensure that all National Curriculum objectives are covered during the course of a child's academic journey at Paganel Primary School.</p> <p>The subject leader ensures that class teachers have all necessary and appropriate resources for the teaching of computing.</p> <p>The subject leader supports class teachers, when required, with planning and preparing computing lessons.</p> <p>The subject leader prepares supporting documentation, such as how to support and challenge all pupils, to aid the teaching of computing ensuring that provision for all children is pitched appropriately.</p> <p>The subject leader for computing attends collegiate subject groups led by secondary SLEs to provide further support in the development of their subject areas and ensure they keep</p>

	<p>abreast of the developments and changes in the teaching of this subject.</p> <p>The subject leader monitors and evaluates the quality of provision on offer in the subject of computing and takes assertive action to develop the quality of provision on offer based on evidence from monitoring findings.</p> <p>With support analyse assessment information and develop computing provision based on the findings.</p>
Class teachers	<p>To teach the computing knowledge and skills as set out in the year groups knowledge and skills document for computing.</p> <p>To ensure full coverage for computing during the course of one academic year.</p> <p>To plan and resource exciting and engaging computing lessons for the children to participate in.</p> <p>To mark computing work in line with the marking and feedback policy, using a feedback sheet once a week.</p> <p>To complete computing assessments on the class wider assessment grids.</p>



Wider Curriculum Policy

Design Technology

Why?

The intent statement for DT explains how this area of the curriculum aims to support our children in developing and deepening their knowledge and skills to support them in becoming ready for the next phase of their education and to develop as successful artists.

Please find below the intent statement for DT:

At Paganel through the school's delivery of a broad and balanced curriculum the artistic knowledge and skills outlined in the National Curriculum (2014) are taught discretely to our children within the context of a range of exciting and engaging topics which aim to inspire children to understand design and Technology.

The Design and Technology curriculum at Paganel aims to develop the children's knowledge and understanding about significant Designers from around the globe, how they used different techniques, as well as applying these techniques into their own designs. Paganel's DT curriculum allows children the opportunity to see how respond to personal and global events and allow them to discuss their opinions on significant designer's work, their own work and their peers.

Through the teaching of DT at Paganel Primary School, it is hoped our children will develop a knowledge of design and technology around us and how everyday life can be beautiful and inspire us to be creative. It is also hoped, by actively engaging with this subject area, that our children will be motivated and inspired outside of school.

What?

The children at Paganel Primary School participate in a broad and balanced curriculum, in line with expectations laid out by the government in the National Curriculum (2014), all objectives for art outlined in this document are covered during the course of a child's education at Paganel. The knowledge and skills identified in the National Curriculum (2014) for DT have been carefully mapped to ensure they are progressive and meet the needs of the children at the school. These objectives are delivered through three, ten week topics taught across the Autumn, Spring and Summer terms. The DT knowledge and skills documents ensure that the children receive appropriately pitched work that challenges them and deepens their knowledge and understanding in this subject. The sequence of the knowledge and skills for the subject of DT are detailed on termly curriculum overviews. These overviews are used by teachers to plan individual lessons. Following an analysis of National Curriculum coverage against our curriculum offer the school utilises theme weeks, for example STEM week, to ensure that key objectives can be met across school, that are not met during the 10 week sequence.

How?

The subject of DT is taught using an overriding topic, alongside 4 other wider curriculum subjects. DT may not be taught in every topic but the knowledge and skills for every year group are carefully monitored to ensure there is full coverage of all identified knowledge and skill objectives for every year group during the course of the academic year. The topics are carefully planned by class teachers using the knowledge and skills documents to ensure they meet the needs of the cohorts of children attending the school. The subject is taught discretely within the context of an overriding topic to support the children in recognising how their knowledge and skills have been developed in the area of DT. DT work is recorded in our green topic books, the sequence of the subjects and the order the knowledge and skills are taught are carefully thought out to ensure they support the development of long term memory.

Who?

-The subject of DT is led by Keeley Reddish.

Wider Curriculum Leader (Deputy Head teacher – Vicki Shuter)	-The wider curriculum is led by the school’s Deputy Head Teacher, strategic overview and planning of the non-core subjects is the responsibility of this individual.
Curriculum Team Member Responsibilities (DT lead Keeley Reddish)	<ul style="list-style-type: none"> -It is the subject leaders responsibility to map the teaching of DT through the use of the schools knowledge and skills documents to ensure there is broad and balanced coverage and to ensure that all National Curriculum objectives are covered during the course of a child’s academic journey at Paganel Primary School. -The subject leader ensures that class teachers have all necessary and appropriate resources for the teaching of art. -The subject leader supports class teachers with planning and preparing DT lessons. -The subject leader prepares supporting documentation, such as how to support and challenge all pupils, to aid the teaching of DT ensuring that provision for all children is pitched appropriately. -The subject leader for DT attends collegiate subject groups led by secondary SLEs to provide further support in the development of their subject areas and ensure they keep abreast of the developments and changes in the teaching of this subject. -The subject leader monitors and evaluates the quality of provision on offer in the subject of DT and takes assertive action to develop the quality of provision on offer based on evidence from monitoring findings. -With support analyse assessment information and develop art provision based on the findings.
Class teachers	<ul style="list-style-type: none"> -To teach the art knowledge and skills as set out in the year groups knowledge and skills document for art. -To ensure full coverage for art during the course of one academic year. -To plan and resource exciting and engaging art lessons for the children to participate in. -To plan and participate in an annual Art and Culture Week -To praise and share art work during lessons and with praise pads -To complete art assessments on the class wider assessment grids.



Wider Curriculum Policy



Why?

The intent statement for MFL - French explains how this area of the curriculum aims to support our children in developing and deepening their knowledge and skills to support them in becoming ready for the next phase of their education and to develop as successful global citizens.

Please find below the intent statement for French:

At Paganel Primary School, in line with expectations outlined in the National Curriculum (2014), our children begin to learn the French language from the age of 7 (in KS2), we intend to provide a high quality languages education that provides insight into another culture, inspires their curiosity and develops their understanding of another part of the world.

The teaching of French at Paganel will support the children to become confident at expressing basic ideas and thoughts in another language (French). The children will develop the skills of responding to French speakers both in speech and in writing therefore allowing them to communicate in different practical situations. During the course of their study in KS2 the children will continue to develop their pronunciation and intonation allowing them to speak with greater confidence. They will also develop the ability to write at increasing length for different purposes and audiences.

At Paganel the children are also exposed to different cultures through the celebration of language days, these celebrations provide an opportunity to expose children to key elements of different cultures such as their food and geographical locations.

Through the teaching of French, the children will be provided with a secure foundation for learning further languages in the future, this will in turn support them should they decide to study or work in another country.

What?

The children at Paganel Primary School participate in a broad and balanced curriculum, in line with expectations laid out by the government in the National Curriculum (2014), all objectives for French outlined in this document are covered during the course of a child's education at Paganel. The knowledge and skills identified in the National Curriculum (2014) for French have been carefully mapped to ensure they are progressive and meet the needs of the children at the school. These objectives are delivered through 6 topics, one per half term, across the academic year. The French knowledge and skills documents ensure that the children receive appropriately pitched work that challenges them and deepens their knowledge and understanding in this subject. The sequence of the knowledge and skills for the subject of French are detailed on termly curriculum overviews. These overviews are used by teachers to plan individual lessons.

How?

The subject of French is taught using a scheme called Rigolo which supports the class teacher in the teaching of the French language and is taught on a fortnightly basis. Rigolo allows the class teacher to provide accurate and fluent pronunciation of the French language in which the children can imitate and develop. Rigolo progresses with each year group and supports meeting all identified knowledge and skill objectives for every year group during the course of the academic year. The French language is taught through a series of topics which support the knowledge and skills documents to ensure they meet the needs of the cohorts of children attending the school. All French work is recorded by children in the back of their green topic books. The sequence of the topic areas and the order the knowledge and skills are taught are carefully thought out to ensure they support the development of long term memory.

Who?

-The subject of French is led by Jade Morris.

Wider Curriculum Leader (Deputy Head teacher – Vicki Shuter)	-The wider curriculum is led by the school’s Deputy Head Teacher, strategic overview and planning of the non-core subjects is the responsibility of this individual.
Curriculum Team Member Responsibilities (French leader – Jade Morris)	<ul style="list-style-type: none">-It is the subject leaders responsibility to map the teaching of French through the use of the schools knowledge and skills documents to ensure there is broad and balanced coverage and to ensure that all National Curriculum objectives are covered during the course of a child’s academic journey at Paganel Primary School.-The subject leader ensures that class teachers have all necessary and appropriate resources for the teaching of French.-The subject leader supports class teachers with planning and preparing French lessons.-The subject leader prepares supporting documentation, such as how to support and challenge all pupils, to aid the teaching of French ensuring that provision for all children is pitched appropriately.-The subject leader for French attends collegiate subject groups led by secondary SLEs to provide further support in the development of their subject areas and ensure they keep abreast of the developments and changes in the teaching of this subject.-The subject leader monitors and evaluates the quality of provision on offer in the subject of French and takes assertive action to develop the quality of provision on offer based on evidence from monitoring findings.-With support analyse assessment information and develop French provision based on the findings.
Class teachers	<ul style="list-style-type: none">-To teach the French knowledge and skills as set out in the year groups knowledge and skills document for French.-To ensure full coverage for French during the course of one academic year.-To plan and resource exciting and engaging French lessons for the children to participate in.-To mark French work in line with the marking and feedback policy, using a feedback sheet once a week.-To complete French assessments on the class wider assessment grids.



Wider Curriculum Policy



Geography

Why?

The intent statement for geography explains how this area of the curriculum aims to support our children in developing and deepening their knowledge and skills to support them in becoming ready for the next phase of their education and to develop as successful global citizens.

Please find below the intent statement for geography:

At Paganel through the school's delivery of a broad and balanced curriculum the geographical knowledge and skills outlined in the National Curriculum (2014) are taught discretely to our children within the context of a range of exciting and engaging topics which aim to inspire curiosity and fascination about the world and its people.

The geography curriculum at Paganel aims to develop the children's knowledge and understanding about the Earth's natural and human environments as well as key physical and human processes and the formation and use of landscapes and environments (including how these have changed over time). Paganel's geography curriculum also endeavours to provide fieldwork experiences to ensure children have the opportunities to collect, analyse and communicate with real life data to deepen their understanding of geographical processes. Furthermore, children will be given the chance to work with a range of geographical information such as maps, diagrams, globes and aerial photographs and will use these forms to communicate their understanding as well.

Through the teaching of geography at Paganel Primary School it is hoped our children will develop a knowledge of the frameworks and approaches to support explanations of how the Earth's features are shaped, interconnected and changed over time. It is also hoped, by actively engaging with this subject area, that our children will be motivated and inspired to find out more about the world around them.

What?

The children at Paganel Primary School participate in a broad and balanced curriculum, in line with expectations laid out by the government in the National Curriculum (2014), all objectives for geography outlined in this document are covered during the course of a child's education at Paganel. The knowledge and skills identified in the National Curriculum (2014) for geography have been carefully mapped to ensure they are progressive and meet the needs of the children at the school. These objectives are delivered through three, ten week topics taught across the Autumn, Spring and Summer terms. The geography knowledge and skills documents ensure that the children receive appropriately pitched work that challenges them and deepens their knowledge and understanding in this subject. The sequence of the knowledge and skills for the subject of geography are detailed on termly curriculum overviews. These overviews are used by teachers to plan individual lessons.

Following an analysis of National Curriculum coverage against our curriculum offer the school utilises theme weeks, for example art and culture week, to ensure that key objectives can be met across school, that are not met during the 10 week sequence.

How?

The subject of Geography is taught using an overriding topic, alongside 4 other wider curriculum subjects. Geography may not be taught in every topic but the knowledge and skills for every year group are carefully monitored to ensure there is full coverage of all identified knowledge and skill objectives for every year group during the course of the academic year. The topics are carefully planned by class teachers using the knowledge and skills documents to ensure they meet the needs of the cohorts of children attending the school. The subject is taught discretely within the context of an overriding topic to support the children in recognising how their knowledge and skills have been developed in the area of geography. All geography work is recorded by children in their green topic books. The sequence of the subjects and the order the knowledge and skills are taught are carefully thought out to ensure they support the development of long term memory.

Who?

-The subject of Geography is led by Toni Frost.

Wider Curriculum Leader (Deputy Head teacher – Vicki Shuter)	-The wider curriculum is led by the school’s Deputy Head Teacher, strategic overview and planning of the non-core subjects is the responsibility of this individual.
Curriculum Team Member Responsibilities (Geography leader – Toni Frost)	<ul style="list-style-type: none"> -It is the subject leaders responsibility to map the teaching of geography through the use of the schools knowledge and skills documents to ensure there is broad and balanced coverage and to ensure that all National Curriculum objectives are covered during the course of a child’s academic journey at Paganel Primary School. -The subject leader ensures that class teachers have all necessary and appropriate resources for the teaching of geography. -The subject leader supports class teachers with planning and preparing geography lessons. -The subject leader prepares supporting documentation, such as how to support and challenge all pupils, to aid the teaching of geography ensuring that provision for all children is pitched appropriately. -The subject leader for geography attends collegiate subject groups led by secondary SLEs to provide further support in the development of their subject areas and ensure they keep abreast of the developments and changes in the teaching of this subject. -The subject leader monitors and evaluates the quality of provision on offer in the subject of geography and takes assertive action to develop the quality of provision on offer based on evidence from monitoring findings. -With support analyse assessment information and develop geography provision based on the findings.
Class teachers	<ul style="list-style-type: none"> -To teach the geography knowledge and skills as set out in the year groups knowledge and skills document for geography. -To ensure full coverage for geography during the course of one academic year. -To plan and resource exciting and engaging geography lessons for the children to participate in.

	<ul style="list-style-type: none">-To lead one geography field trip during the course of the academic year.-To mark geography work in line with the marking and feedback policy, using a feedback sheet once a week.-To complete geography assessments on the class wider assessment grids.
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Wider Curriculum Policy

History

Why?

The intent statement for history explains how this area of the curriculum aims to support our children in developing and deepening their knowledge and skills to support them in becoming ready for the next phase of their education and to develop as successful global citizens.

Please find below the intent statement for history:

At Paganel through the school's delivery of a broad and balanced curriculum the historical knowledge and skills outlined in the National Curriculum (2014) are taught discretely to our children within the context of a range of exciting and engaging topics which aim to inspire their curiosity to find out more about the past.

The history curriculum at Paganel aims to support our children in gaining 'a coherent knowledge and understanding of Britain's past and that of the wider world'. The teaching of history endeavours to promote children asking perceptive questions (in line with the school's core value of enquiry), think critically about subject matter, weigh evidence presented from a variety of sources, sift arguments and develop perspective and judgements.

In line with the National Curriculum (2014) for history Paganel aims to ensure that all children, during the course of their education at the school, have a clear understanding of the history of the British Isles, significant aspects of history from the wider world, a good understanding of key historical terms and vocabulary and are able to make connections between local, regional, national and international history.

It is hoped that the history curriculum at Paganel will inspire and motivate our children to actively participate in this subject area and they will leave the school with the knowledge and understanding to make sense of the world they live in today.

What?

The children at Paganel Primary School participate in a broad and balanced curriculum, in line with expectations laid out by the government in the National Curriculum (2014), all objectives for history outlined in this document are covered during the course of a child's education at Paganel. The knowledge and skills identified in the National Curriculum (2014) for history have been carefully mapped to ensure they are progressive and meet the needs of the children at the school. These objectives are delivered through three, ten week topics taught across the Autumn, Spring and Summer terms. The history knowledge and skills documents ensure that the children receive appropriately pitched work that challenges them and deepens their knowledge and understanding in this subject. The sequence of the knowledge and skills for the subject of history are detailed on termly curriculum overviews. These overviews are used by teachers to plan individual lessons. Following an analysis of National Curriculum coverage against our curriculum offer the school utilises

theme weeks, for example art and culture week, to ensure that key objectives can be met across school that are not met during the 10 week sequence.

How?

There is a knowledge and skills document for every year group at Paganel which details the end of year expectations for history in line with the National Curriculum.

These objectives are sequenced across the topics for every year group (although history may not be taught in every topic) to ensure there is full coverage across the course of the year. The term in which each objective is taught is also mapped on the knowledge and skills documentation.

The subject of history is taught discretely within the context of the topic, children will focus on the subject until all of the relevant subject matter has been covered.

There is a glossary of historical terms and vocabulary available to support staff in delivering the subject of history to ensure children are accurately taught to develop their understanding of words pertinent to this subject.

Teachers are supported with planning the sequence of learning for history by the curriculum leader to ensure there is a logical approach to the dissemination of knowledge and skills.

Children's work in the area of history is recorded in the topic books.

Teachers assess a representative sample of children from their class and their assessments are recorded on a grid (on SharePoint), this is reviewed by the curriculum leader and subject leader to identify any areas for development in the teaching of history and support is distributed accordingly. Teachers, the subject leader and SLT also involve the children in learning conversations about historical knowledge and skills to establish where changes have occurred in long term memory.

Who?

-The subject of History is led by Miss Morris.

Wider Curriculum Leader (Deputy Head teacher – Vicki Shuter)	-The wider curriculum is led by the school's Deputy Head Teacher, strategic overview and planning of the non-core subjects is the responsibility of this individual.
Curriculum Team Member Responsibilities (Geography leader – Miss Morris)	<ul style="list-style-type: none"> -It is the subject leaders responsibility to map the teaching of history through the use of the schools knowledge and skills documents to ensure there is broad and balanced coverage and to ensure that all National Curriculum objectives are covered during the course of a child's academic journey at Paganel Primary School. -The subject leader ensures that class teachers have all necessary and appropriate resources for the teaching of history. -The subject leader supports class teachers with planning and preparing history lessons. -The subject leader prepares supporting documentation, such as how to support and challenge all pupils, to aid the teaching of history ensuring that provision for all children is pitched appropriately. -The subject leader for history attends collegiate subject groups led by secondary SLEs to provide further support in the development of their subject areas and ensure they keep abreast of the developments and changes in the teaching of this subject. -The subject leader monitors and evaluates the quality of provision on offer in the subject of history and takes assertive action to develop

	<p>the quality of provision on offer based on evidence from monitoring findings.</p> <ul style="list-style-type: none"> -With support analyse assessment information and develop history provision based on the findings.
Class teachers	<ul style="list-style-type: none"> -To teach the history knowledge and skills as set out in the year groups knowledge and skills document for history. -To ensure full coverage for history during the course of one academic year. -To plan and resource exciting and engaging history lessons for the children to participate in. -To mark history work in line with the marking and feedback policy, using a feedback sheet once a week. -To complete history assessments on the class wider assessment grids.



Wider Curriculum Policy



Music

Why?

The intent statement for music explains how this area of the curriculum aims to support our children in developing and deepening their knowledge and skills to support them in becoming ready for the next phase of their education and to develop as successful global citizens.

Please find below the intent statement for music:

At Paganel, through the school's delivery of a broad and balanced curriculum, the musical knowledge and skills outlined in the National Curriculum (2014) are taught discretely to our children within the context of a range of exciting and engaging topics which aim to develop a love of music and talent as musicians.

Within the Music curriculum the children are given opportunities to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. Paganel provides opportunities for children to learn to sing and use their voices, create and compose music on their own and with others, use a variety of musical instruments, and experience a range of quality musical compositions from different eras. The music lessons at Paganel also aim to develop children's understanding of key vocabulary and musical terminology to ensure they can understand and explore how music is created.

It is hoped that the music curriculum at Paganel will inspire and motivate our children to actively participate in this subject area and they will leave the school with the knowledge and understanding to engage critically with music, and have the confidence to compose and perform to wider audiences.

What?

The children at Paganel Primary School participate in a broad and balanced curriculum, in line with expectations laid out by the government in the National Curriculum (2014), all objectives for music outlined in this document are covered during the course of a child's education at Paganel. The knowledge and skills identified in the National Curriculum (2014) for music have been carefully mapped to ensure they are progressive and meet the needs of the children at the school. These objectives are delivered through three, ten-week topics taught across the Autumn, Spring and Summer terms. The music knowledge and skills documents ensure that the children receive appropriately pitched work that challenges them and deepens their knowledge and understanding in this subject. The sequence of the knowledge and skills for the subject of music are detailed on termly curriculum overviews. These overviews are used by teachers to plan individual lessons. Following an analysis of National Curriculum coverage against our curriculum offer the school utilises theme weeks, for example art and culture week, to ensure that key objectives can be met across school, that are not met during the 10 week sequence.

How?

The subject of music is taught using an overriding topic, alongside 4 other wider curriculum subjects. Music may not be taught in every topic but the knowledge and skills for every year group are carefully monitored to ensure there is full coverage of all identified knowledge and skill objectives for every year group during the course of the academic year. The topics are carefully planned by class teachers using the knowledge and skills documents to ensure they meet the needs of the cohorts of children attending the school. The subject is taught discretely within the context of an overriding topic to support the children in recognising how their knowledge and skills have been developed in the area of music. All music work is recorded with photographic or video evidence. The sequence of the subjects and the order the knowledge and skills are taught are carefully thought out to ensure they support the development of long term memory.

Who?

-The subject of Music is led by Andrew Smith.

Wider Curriculum Leader (Deputy Head teacher – Vicki Shuter)	-The wider curriculum is led by the school’s Deputy Head Teacher, strategic overview and planning of the non-core subjects is the responsibility of this individual.
Curriculum Team Member Responsibilities (Music leader – Andrew Smith)	<ul style="list-style-type: none"> -It is the subject leaders responsibility to map the teaching of music through the use of the schools knowledge and skills documents to ensure there is broad and balanced coverage and to ensure that all National Curriculum objectives are covered during the course of a child’s academic journey at Paganel Primary School. -The subject leader ensures that class teachers have all necessary and appropriate resources for the teaching of music. -The subject leader supports class teachers with planning and preparing music lessons. -The subject leader prepares supporting documentation, such as how to support and challenge all pupils, to aid the teaching of music ensuring that provision for all children is pitched appropriately. -The subject leader for music attends collegiate subject groups led by secondary SLEs to provide further support in the development of their subject areas and ensure they keep abreast of the developments and changes in the teaching of this subject. -The subject leader monitors and evaluates the quality of provision on offer in the subject of music and takes assertive action to develop the quality of provision on offer based on evidence from monitoring findings. -With support analyse assessment information and develop music provision based on the findings.
Class teachers	<ul style="list-style-type: none"> -To teach the music knowledge and skills as set out in the year groups knowledge and skills document for geography. -To ensure full coverage for music during the course of one academic year. -To plan and resource exciting and engaging music lessons for the children to participate in. -To complete musical knowledge/skill assessments on the class wider assessment grids. - Whenever possible, share with children quality compositions by well-regarded composers, from a range of musical eras.



Wider Curriculum Policy



Physical Education



Why?

The intent statement for physical education (PE) explains how this area of the curriculum aims to support our children in developing and deepening their knowledge and skills to support them in becoming ready for the next phase of their education and to develop as successful global citizens.

Please find below the intent statement for PE:

At Paganel through the school's delivery of a broad and balanced curriculum knowledge and skills outlined in the National Curriculum (2014) are taught discretely to our children within the context of a range of sport-specific skills, competitions and general health and well-being which aim to inspire pupils to lead healthy lives now and into adulthood, as well as provide the opportunities and encouragement to get involved in competitive sport.

Inline with the National Curriculum (2014) the PE curriculum at Paganel aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Paganel's PE curriculum also endeavours to provide both intra- and inter-school competition to ensure children have the opportunities to compete against other children, demonstrate their ability, and develop confidence.

Through the teaching of PE at Paganel Primary School we aim build children's resilience and character and instil our school's values of respect and perseverance.

What?

The children at Paganel Primary School participate in a broad and balanced curriculum, in line with expectations laid out by the government in the National Curriculum (2014), all objectives for PE outlined in this document are covered during the course of a child's education at Paganel. The knowledge and skills identified in the National Curriculum (2014) for PE have been carefully mapped to ensure they are progressive and meet the needs of the children at the school. These objectives are delivered throughout the school year through various PE topics. The PE knowledge and skills documents ensure that the children receive appropriately pitched work that challenges them and deepens their knowledge and understanding in this subject. The sequence of the knowledge and skills for the subject of PE are detailed on termly curriculum overviews. These overviews are used by teachers to plan individual lessons. Following an analysis of National Curriculum coverage against

our curriculum offer the school utilises “try-a-sport” weeks, for example Tag Rugby Week, to ensure that additional key objectives are being met and that we are exposing children to a range of different sports.

How?

The subject of PE is taught twice a week. Each half-term is devoted to two topics (one sport/one fitness). Each topic is mapped out across the year to suit the seasons, availability of resources and to mirror professional sport e.g. football during Autumn term, athletics during the Summer term. All PE lessons include a warm-up and cool-down to reinforce the importance of these aspects when being involved in physical activity. At the end of each topic, children are given the opportunity to compete against each other and apply the skill they have learned. We utilise a “circular” curriculum meaning topics are revisited every year. This means children are constantly reinforcing and building on their knowledge and skills throughout their time at Paganel.

Inter-school competition takes place throughout the year and the Subject Leader and teachers carefully monitor participation to ensure most/all children are given the opportunity to go outside of school and compete.

Who?

-The subject of Physical Education is led by Sam Hart.

Wider Curriculum Leader (Deputy Head teacher – Vicki Shuter)	-The wider curriculum is led by the school’s Deputy Head Teacher, strategic overview and planning of the non-core subjects is the responsibility of this individual.
Curriculum Team Member Responsibilities (PE leader – Sam Hart)	<ul style="list-style-type: none"> -It is the subject leaders responsibility to map the teaching of PE through the use of the school’s knowledge and skills documents to ensure there is broad and balanced coverage and to ensure that all National Curriculum objectives are covered during the course of a child’s academic journey at Paganel Primary School. -The subject leader ensures that class teachers have all necessary and appropriate resources for the teaching of PE. -The subject leader supports class teachers with planning and preparing PE lessons. -The subject leader prepares supporting documentation, such as how to support and challenge all pupils, to aid the teaching of PE ensuring that provision for all children is pitched appropriately. -The subject leader for PE attends collegiate subject groups led by secondary SLEs to provide further support in the development of their subject areas and ensure they keep abreast of the developments and changes in the teaching of this subject. -The subject leader monitors and evaluates the quality of provision on offer in the subject of PE and takes assertive action to develop the quality of provision on offer based on evidence from monitoring findings. -With support analyse assessment information and develop PE provision based on the findings.
Class teachers	<ul style="list-style-type: none"> -To teach the PE knowledge and skills as set out in the year groups’ knowledge and skills document for geography. -To ensure full coverage for PE during the course of one academic year. -To plan and resource exciting and engaging PE lessons for the children to participate in.

	<ul style="list-style-type: none">-To make note of any children that show talent in a sport and pass this on to the Subject Leader so that he/she can be signposted to clubs/opportunities to pursue this outside of school.-To complete PE assessments on the class wider assessment grids.
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Wider Curriculum Policy



PSHE



Why?

The intent statement for PSHE explains how this area of the curriculum aims to support our children in developing and deepening their knowledge and skills to support them in becoming ready for the next phase of their education and to develop as healthy, happy and successful global citizens.

Please find below the intent statement for PSHE:

At Paganel through the school's delivery of a broad and balanced curriculum the Personal, Social, Health and Economical knowledge and skills outlined in the National Curriculum (2014) and further updated guidance of September 2020 are taught both holistically and discretely to our children through the way we engage with our children on a daily basis and in the form of circles. The children are given the safe space to explore each other's ideas and opinions whilst being continuously exposed to and given the opportunity to practise these skills.

The PSHE curriculum at Paganel aims to develop the children's knowledge and understanding about emotional language, management of their own emotions, resilience, teamwork, empathy and understanding of how we all work and fit together in society. Paganel's PSHE curriculum also endeavours to provide understanding and experience of how to look after our own mental, physical and economic well-being.

Through the teaching of PSHE at Paganel Primary School it is hoped our children will develop the skills to naturally operate restoratively, with empathy for others and themselves and continue to become a happy and healthy part of our society.

What?

The children at Paganel Primary School participate in a broad and balanced curriculum, in line with expectations laid out by the government in the National Curriculum (2014) and further guidance released in September 2020, all objectives for PSHE outlined in this document are covered and developed upon during the course of a child's education at Paganel. The knowledge and skills identified in the National Curriculum (2014) and PSHE Association have been carefully mapped to ensure they are progressive and meet the needs of the children at the school. These objectives are delivered through three set lessons each half term throughout the school year. The teacher is then given the freedom to focus on the personal, social, health or economic needs of the individual class for the remaining three lessons each half term. The PSHE knowledge and skills documents ensure that the children receive appropriately pitched work that challenges them and deepens their knowledge and understanding in this subject. The sequence of the knowledge and skills for the subject of PSHE are detailed on termly curriculum overviews. These overviews are used by teachers to plan individual lessons.

How?

The subject of PSHE is taught using Peacemakers, Jigsaw and the restorative practice approach. The restorative practice approach has been embedded throughout the ethos of our school, including the behaviour policy and the manner in which we engage with each other, children and staff, therefore the children are continuously experiencing it throughout our daily school life. The Personal and Social elements of the PSHE curriculum are delivered using Peacemakers and the Health and Economic elements through the JigSaw programme, keeping the structure of the circle style lesson. The work produced from the three set PSHE sessions is recorded by the class as a collective in the Peacemaker floor books. The sequence of the subjects and the order the knowledge and skills are taught are carefully thought out to ensure they support the development of long term memory.

Who?

-The subject of PSHE is led by Lenny Lilley.

Wider Curriculum Leader (Deputy Head teacher – Vicki Shuter)	-The wider curriculum is led by the school’s Deputy Head Teacher, strategic overview and planning of the non-core subjects is the responsibility of this individual.
Curriculum Team Member Responsibilities (PSHE leader – Lenny Lilley)	<ul style="list-style-type: none"> -It is the subject leaders responsibility to map the teaching of PSHE through the use of the schools knowledge and skills documents to ensure there is broad and balanced coverage and to ensure that all National Curriculum objectives are covered during the course of a child’s academic journey at Paganel Primary School. -The subject leader ensures that class teachers have all necessary and appropriate resources for the teaching of PSHE. -The subject leader supports class teachers with planning and preparing and delivering PSHE lessons. -The subject leader prepares supporting documentation, such as how to support and challenge all pupils, to aid the teaching of PSHE ensuring that provision for all children is pitched appropriately. -The subject leader for PSHE attends collegiate subject groups led by secondary SLEs to provide further support in the development of their subject areas and ensure they keep abreast of the developments and changes in the teaching of this subject. -The subject leader monitors and evaluates the quality of provision on offer in the subject of PSHE and takes assertive action to develop the quality of provision on offer based on evidence from monitoring findings. -With support analyse assessment information and develop PSHE provision based on the findings.
Class teachers	<ul style="list-style-type: none"> -To teach the PSHE knowledge and skills as set out in the year groups knowledge and skills document for PSHE. -To ensure full coverage for PSHE during the course of one academic year. -To plan and resource exciting and engaging PSHE lessons for the children to participate in. -To complete PSHE assessments on the class wider assessment grids.



Wider Curriculum Policy

Religious Education



Why?

The intent statement for RE explains how this area of the curriculum aims to support our children in developing and deepening their knowledge and skills to support them in becoming ready for the next phase of their education and to develop as successful global citizens.

We hope that all children will engage actively with the RE curriculum, to ensure they have the confidence and character to meet the challenges of an ever changing world.

The RE curriculum endeavours to support the development of the school's core values of respect and enquiry, pupils are exposed to different cultures and religions to develop their understanding, respect and tolerance for those from different backgrounds and also aims to develop children's sense of self and being thankful and proud of all that they are.

What?

The RE knowledge and skills documents ensure that the children receive appropriately pitched work that challenges them and deepens their knowledge and understanding in this subject. The sequence of the knowledge and skills for the subject of RE are detailed on termly curriculum maps. These overviews are used by teachers to plan individual lessons/discussions.

Curriculum maps for years 1-6 have created using the Agreed Primary Syllabus for Birmingham and the focus of this syllabus is to gain an understanding of 24 dispositions, these are as follows:

- Being Imaginative and Explorative
- Appreciating Beauty
- Expressing Joy
- Being Thankful
- Caring for Others, Animals and the Environment
- Sharing and Being Generous
- Being Regardful of Suffering
- Being Merciful and Forgiving
- Being Fair and Just
- Living by Rules
- Being Accountable and Living with Integrity
- Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment
- Being Modest and Listening to Others
- Cultivating Inclusion, Identity and Belonging
- Creating Unity and Harmony
- Participating and Willing to Lead
- Remembering Roots
- Being Loyal and Steadfast
- Being Hopeful and Visionary

- Being Courageous and Confident
- Being Curious and Valuing Knowledge
- Being Open, Honest and Truthful
- Being Reflective and Self-Critical
- Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence

How?

RE is taught discretely within the context of the different dispositions covered in the curriculum maps. All RE work is recorded by teachers in the RE class pupil voice book and written work evidenced in the back of topic books. The sequence of the subjects and the order the knowledge and skills are carefully taught to ensure they support the development of long-term memory.

Who?

-The subject of RE is led by Selina Lagah.

Wider Curriculum Leader (Deputy Head teacher – Vicki Shuter)	-The wider curriculum is led by the school’s Deputy Head Teacher, strategic overview and planning of the non-core subjects is the responsibility of this individual.
Curriculum Team Member Responsibilities (RE leader – Selina Lagah)	<p>-It is the subject leaders responsibility to map the teaching of RE through the use of the schools knowledge and skills documents to ensure there is broad and balanced coverage and to ensure that all dispositions taken from the Birmingham SACRE are covered during the course of a child’s academic journey at Paganel Primary School.</p> <p>-The subject leader ensures that class teachers have all necessary and appropriate resources for the teaching of RE.</p> <p>-The subject leader supports class teachers with planning and preparing RE lessons.</p> <p>-The subject leader prepares supporting documentation, such as how to support and challenge all pupils, to aid the teaching of RE ensuring that provision for all children is pitched appropriately.</p> <p>-The subject leader for RE attends collegiate subject groups led by secondary SLEs to provide further support in the development of their subject areas and ensure they keep abreast of the developments and changes in the teaching of this subject.</p> <p>-The subject leader monitors and evaluates the quality of provision on offer in the subject of RE and takes assertive action to develop the quality of provision on offer based on evidence from monitoring findings.</p> <p>-With support analyse assessment information and develop RE provision based on the findings.</p> <p>Early Years</p> <p>-Incorporate RE in the Early Years through ITMP, Focus children and Tapestry.</p> <p>-Add resources from different faiths and culture in the home corner.</p> <p>-Add provision that will encourage discussion around festivals such as Diwali, Christmas and Easter and enable to re-enact</p>
Class teachers	<p>-To teach the RE knowledge and skills as set out in the year groups knowledge and skills document for RE.</p> <p>-To ensure full coverage for RE during the course of one academic year.</p>

	<ul style="list-style-type: none">-To plan and resource exciting and engaging RE lessons/discussions for the children to participate in.-To record evidence of RE lessons/discussions in RE class books and note the disposition covered.-To follow the curriculum plan in the correct sequence.-To complete RE assessments in line with the knowledge and skills document.-To plan for and ensure LA/SEND children can access the learning and make progress and to ensure that this is evidenced.-To complete mini quizzes to assess the knowledge gained.
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