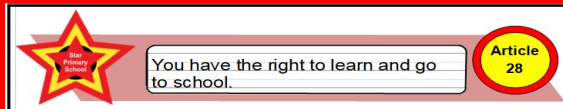


Curriculum Handbook

Nurturing and Growing Together



Curriculum Statement



At Star Primary School, our curriculum is based on our central value to uphold children's rights at all times. We aim to deliver this by our belief in these guiding principles:



- **Research driven:** We use lesson study approaches to research educational pedagogy and develop ourselves as lifelong learners and reflective practitioners.



- **Inclusive:** We believe that every child must access a curriculum that enables them to succeed and grow to their full potential, whatever that may be.



- **Growth Mindsets:** We are a Thinking School. Using Bloom's Taxonomy and Thinking Frames, our learning is based on an understanding of expressing how we think and develop our ideas.



- **Happy-centred and holistic:** We focus on giving children key life skills in order to be resilient, cope with life's challenges and solve problems for themselves



- **Topic Based:** We use stimulating and relevant topics each half term to promote joined up thinking, use a common language and help draw comparisons and link their learning across different subjects.



- **Successful:** We strive to prepare all pupils for lifelong effectiveness and success: for all pupils to feel triumphant in their achievements.

Nurturing and Growing Together





You have the right to what you think should happen and be listened to.

Article 12



Implementation:

We constantly review our themes to ensure that current and topical issues are covered. We design each unit holistically to ensure an integrated approach across subject areas, carefully aligning them with the National Curriculum. Post Holders guarantee the curriculum offer is reflected in all subjects.

We endeavour to develop mastery in mathematics through Maths No Problem.

We use the Happy Centred scheme of work to underpin staff and pupil wellbeing. Other subject areas are bespoke and designed around the engaging and pupil-centred topics covered. We deliver an extensive enrichment curriculum: residential programmes to the Lake District, York as well as camping. Music and PE opportunities are rich and children with children performing at inspirational venues.

A high emphasis is placed on oracy through Drama and Speechmaking. Alongside the core curriculum offer, we deliver a bespoke life-skills curriculum for SEND pupils. EYFS is focused on outdoor, child initiated activities in a stimulating environment based on research around "In the Moment Planning."

Our extra-curricular provision ensures all pupil interests are catered for - offering in excess of thirty different clubs to choose from.



Intention:

Our curriculum upholds the central value that children's rights are at the heart of what we teach and everything we do. We want our pupils to question the world in which they are living and strive to make it a better place.

Our pupils leave Star Primary with values that enable them to make a positive and vital contribution to society.

When we ask them about their dreams and aspirations, we want them to reflect that being a good person with a strong moral compass is the most important gift you can give yourself.



Impact:

Star pupils love coming to school and will happily talk to visitors about their learning. They are passionate about children's rights and demonstrate these in all that they do. Our pupils engage with all lessons and there is an overwhelming culture of respect within the school. Parents are very supportive of the school and support our pupils, particularly with home learning projects. As a result of our enriched curriculum offer, outcomes for pupils are consistently above national averages by the time Star pupils leave the school in Year Six.





Personal development - Spiritual, Moral, Social and Cultural development



Intention:

At Star we know our rights! Our curriculum upholds the central value that children's rights are at the heart of what we teach and everything we do. Pupils' SMSC development is the golden thread that weaves through both our school curriculum and culture. We believe that personal, social and emotional skills are vital to our children, if they are going to reach their potential academically and more importantly, as adults of an ever-changing future.

The purpose of a diverse and engaging SMSC curriculum at Star is to provide the essential building blocks for lifelong learning so that the children can concentrate, interact with others, **regulate their emotions**, **build resilience** and cope with the challenges of modern life.

Star Pupils have access to a rich set of experiences. Our pupils leave Star Primary with vital life knowledge that will enable them to make informed choices about healthy lifestyles, keeping themselves safe, respecting different religions, cultures and viewpoints.



Implementation:

- **Spiritual Development** is a strong feature of school life. Assemblies celebrate our core values of **Respect, Independence, Growth Mindsets, Happiness, Trust and Support**. Parents contribute to these celebrations through the termly postcards.
- We use the Laughology Happy-Centred scheme of work to focus on **Social Development** in order to promote outcomes of self-confidence, achievement and success, positive relationships, support and coping skills. In this way our pupils learn respect for their own and others religious, cultural and moral beliefs.
- **Moral Development** embed **British Values** and are strongly embedded into the Rights Respecting school ethos supported by the Unicef RRS statements.
- We deliver on **Social and Cultural Development** through an **extensive enrichment curriculum**: residential programmes to the Lake District, York and overnight camping, performances at inspirational venues such as Hackney Empire, O2 Arena, trips to national landmarks such as London Eye, Shakespeare's Globe, Natural History Museum, Houses of Parliament and participating in musical (Festival of Voices, Wellchild Choir of the Year) and sporting events.
- The **Cultural Capital** of the school is evident in our environment. Stimulating displays, a range of extra-curricular clubs and high quality resources ensure success for all pupils.



Impact:

Star pupils are passionate about children's rights and demonstrate these in all that they do. They know the difference between right and wrong and can readily apply this to their own lives and in so doing respect the civil and criminal law of England. We are a **happy community**, showing respect for the different **protected characteristics**. Pupils are **responsible, respectful, active citizens** who contribute positively to society. They are reflective about their own beliefs challenge prejudice. Our children accept and engage with the fundamental **British Values** of democracy, the rule of law, individual liberty and mutual respect. They recognise and value the things we share across cultural, religious, ethnic and socioeconomic communities. Star pupils leave eager to engage with further education and know how to be global citizens.



You have the right to what you think should happen and be listened to.

Article 12





English



Intention:

Our mission is to equip pupils for their future by building strong foundations in English through a broad and ambitious **Right's Based Curriculum**. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We ensure **all** pupils are given the opportunity to succeed in Reading, Writing and Speaking and Listening. The teaching and learning of English is coherently planned and rich in vocabulary, skills and knowledge which scaffolds pupils' future learning and achievement as a member of society.

In Nursery children begin the robust, sequenced phonics programme. We aim to develop a love of reading for pleasure as well as for information. We immerse pupils in a range of engaging texts, genres and exciting, enriching language and wide vocabulary experiences. We want all pupils to be able to read fluently with confidence across all subjects with a good understanding.

The National Curriculum underpins our aims to nurture imagination, while promoting communication and social skills through a focus on drama and oracy together with a strong emphasis on vocabulary. This leads to fluent **transcription** and effective **composition**.



Implementation:



Every child must be free to express their thoughts and opinions.

Article 13

Effective provision starts in the Early Years, tackling pupils' low starting points in Literacy and Language. Teachers have frequent professional development to continuously build and strengthen current and effective teaching strategies.

- Pupils are introduced to a plethora of high quality model topic texts. Daily protected **shared reading** sessions develops competence in both **word reading** and **comprehension**.
- Bold starts in early reading through **Read Write Inc** and the pupils transition into Year 1 through the continuation of the programme.
- Instilling positive habits from an early age, each early reader reads books that match the grapheme-phoneme correspondence taught. **'Book bag books' match the sounds taught in class** and are taken home for additional practice.
- Staff foster a love for reading with enthusiasm and passion, inclusive of but not limited to: reading cafes, competitions, library visits, reading workshops and class libraries.
- From Year 2 to Year 6 pupils follow the **Star Writing three-week cycle** programme which takes a cross-curricular approach. With a focus on vocabulary, oracy, performance and purpose for writing, pupils develop their writing voice through the explicit exploration of the writing process.
- Pupils are given opportunities to perform, debate, discuss and clearly present their understanding and ideas, such as speech making, performance poetry, Shakespeare plays, debate competitions.
- Nelson Grammar, Nelson Handwriting and RWI Spelling are taught explicitly as well as being embedded throughout our Star Writing cycle.

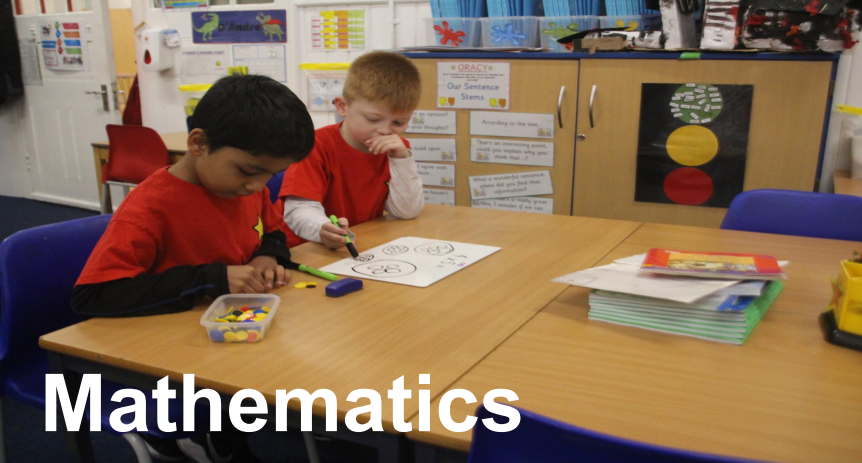


Impact:

Throughout their time at Star, pupils will develop their English skills and knowledge resulting in learners making excellent progress against attainment. Pupils are able to clearly, accurately and coherently articulate purpose and intentions in writing. Children learn a range of writing styles while being encouraged to write creatively and independently. Pupils are confident readers and enjoy reading a breadth of texts for knowledge and pleasure. Learners are fully prepared for the next stage of their education as a result of our rich, progressive curriculum. By the time they leave Star, pupils will be able to confidently take their writing and reading skills into KS3 and continue to appreciate their literary heritage.

Nurturing and Growing Together





Mathematics



Intention:

At Star Primary, we have high aspirations for all learners. We want our children to develop a life-long love for mathematics, to understand its relevance to the world they live in and to use their **financial literacy** to help them live fulfilling and productive lives.

Our mathematics curriculum is designed in a way that helps teachers deliver high quality and engaging lessons whilst also being balanced, progressive and challenging for all learners. We promote maths as an **interconnected subject** with pupils making rich connections between mathematical concepts and also across other subjects. Pupils develop a deep level of mathematical thinking and conceptual understanding that is sustained over time.

We aim for our pupils to be competent **problem solvers**; following lines of enquiry and developing their reasoning skills with an increasing level of sophistication as they move through the school.

We strive to ensure our children are **fluent** in the fundamentals of mathematics, can recall knowledge rapidly and accurately, reach their mathematical potential and meaningfully engage with the world they live in.



Implementation:



You have the right to be the best and develop your talents and abilities.

Article 29

At Star Primary, our maths provision is underpinned by our **Teaching for Mastery** approach. Some of the research supported approaches include:

- **CPA approach** – Concrete, Pictorial, Abstract. A research supported approach which allows children to make greater sense of mathematical concepts which by nature are abstract for children.
- Depth and breadth over acceleration – To avoid superficial learning, teachers carefully sequence lessons so that children have opportunities to demonstrate mastery at each point of the lesson before being moved on.

Other ways in which we ensure a high quality maths provision at Star Primary include:

- All classes from Reception to Year 6 follow the **Maths – No Problem!** scheme of work, a DfE and NCETM approved programme of study developed in Singapore and fully aligned with the UK National Curriculum.
- All lessons employ ambitious, precise and high quality vocabulary which the children are taught to use orally and in their written work to express their mathematical thinking.
- Children have opportunities to reflect, refine and question their mathematical thinking through **journaling** which begins in year 1 and increases in frequency as the children progress through school.
- Continuous professional development – We constantly look to develop our practice by regularly attending relevant courses and engaging with our local Maths Hub.



Impact:

Our pupils have great **passion** and **curiosity** for mathematics and can apply their understanding to a wide range of contexts. Our dynamic and progressive curriculum cultivates genuine enthusiasm, confidence and curiosity in the subject which leads to **deep level thinking and understanding**. Pupils are confident and believe in their mathematical potential as they are not held back by the false notion that they “can’t do maths”. This is reflected in our end of Key Stage attainment which consistently ranks above national averages. We provide a fantastic foundation for pupils to meet the challenges of secondary education and beyond.

Nurturing and Growing Together





Science



Intention:

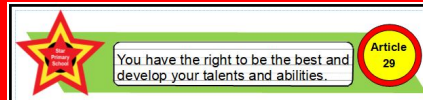
We have high expectations and promote a love for Science through our rights based topic curriculum. Children develop and use a range of life important and transferable science skills including observing, planning and investigating. They question the world around them to become **conscientious and independent scientific learners**.

We strive for our pupils to acquire skills, knowledge and conceptual understanding which will support them to think scientifically, gain an understanding of scientific processes, as well as an understanding of Science in everyday life.

We use the National Curriculum alongside our progressive curriculum to ensure that substantive knowledge and disciplinary skills are taught simultaneously. Topics focus on **current phenomena**s promoting global citizenship, enhancing engagement, enthusiasm and an independent drive for scientific learning; preparing our children to be future scientific leaders.



Implementation:



At Star, our children are encouraged to achieve their potential and progress with confidence to the next phase of their scientific education through our robust curriculum.

- A progressive approach to teaching ensures that lessons build on prior learning so by the time children leave KS2 they have a more sophisticated understanding of working scientifically; interwoven through the specific disciplines of **biology, chemistry and physics**.
- Lessons promote a sense of **intrigue** of the world around them through the five types of enquiry (observing over time; identifying, classifying and grouping; pattern seeking; comparative and fair testing; and problem solving). We encourage pupils to lead the learning and make independent discoveries through safe **scientific enquiry**.
- The science team provides specialist CPD which drives quality first teaching, resulting in children embarking on exciting and scientific learning journeys.
- Children know and are able to use the processes of collecting, presenting (observational drawings and scientific diagrams) and analysing their findings (keys, bar charts and tables).
- Children can read, recognise and make sense of technical terminology enabling them to articulate concepts clearly and precisely.
- Children develop their reading skills in science through high quality texts which link closely to the National Curriculum outcomes as well as our science strands.
- Our Science Ambassadors and Eco Warriors drive a passion for Science across the school.



Impact:

Pupils leave our school as confident scientists; conscientious in their questioning and **dynamic thinkers**. Children know what science is and the power it has to help us find the truth about our ever-changing planet. Pupils are motivated in science lessons and demonstrate a sound understanding of concepts. Our topics are current, relevant and stimulate pupils to consider the world in which they live as well as their impact on the wider environment around them. The impact and quality of our science curriculum is evidenced from our '**Gilt award**' in the nationally recognised '**Primary Science Quality Mark**.'





Computing



Intention:

The high quality computing curriculum at Star develops our pupil's substantive knowledge and disciplinary skills through cross curricular and standalone lessons as part of our Rights Based Curriculum. We ensure that each child makes progress across all phases of development within the school through a blended, remote and asynchronous approach to learning. Each aspect of our computing curriculum ensures the 4 c's of successful learning are met: **communication, collaboration, creativity, critical thinking.**

At the very core, we expect our pupils to use our Thinking School's approach to learning to think computationally and creatively through the principles of computer science; applying their skills to solve problems, have digital responsibility and change their world. Star pupils use technology to create digital content that empowers their freedom of expression; using, reading and making sense of ambitious technical vocabulary in an ever-changing digital world.

Our pupils have the right to access information from a variety of sources and we teach them how to do this safely and respectfully to ensure they leave our school being digitally literate.

Our topic-based computing curriculum ensures our pupils are independent and confident digital learners that are able to express themselves, develop their ideas and be prepared for life-long effectiveness and success.



Implementation:



You have the right to access information and be protected.

Article 17

At Star, our children are encouraged to achieve their potential and progress with confidence to the next phase of their computing education through our robust curriculum.

- Bespoke and high-quality CPD ensures that all staff have the knowledge, skills and understanding to use digital technologies across the wider curriculum.
- Pupils understand the fundamental principles of computer science: abstraction, logic, algorithm and data representation. Through practical unplugged and plugged activities, pupils continually develop their problem solving, analytical and logical thinking skills and have repeated practice in reading and writing computer programmes to analyse problems computationally.
- Pupils search for and create ambitious digital content; using and selecting a range of software and hardware including new and unfamiliar technology. Pupils evaluate content for its effectiveness and reliability.
- We promote online safety and digital responsibility. Pupils know and can use technology beyond the classroom and know how to safeguard themselves when online
- **As a Google for Education school we have a set of workspace tools and 1:1 devices for all pupils from EYFS through to Year Six** to ensure our pupils continue to access their learning at any time in any subject and hone their digital skills and apply their digital understanding in different contexts.
- Online safety is explicitly taught each half term through a bold curriculum ensuring all pupils know how to safeguard themselves online.
- Pupils have the opportunity to develop their reading skills whilst searching for information online



Impact:

Our staff and pupils show enthusiasm and excitement for our computing curriculum and as a result, pupils produce high-quality digital learning, show deeper knowledge of technical concepts and vocabulary as well as refine their computational skills across all three strands of the curriculum. Our pupils are competent, confident and creative users of technology.

Pupils are increasingly independent in using technology. By the time they leave our school at the end of KS2 they are able to access safe and trustworthy information about local and global issues which helps them to develop their global citizenship; thinking not only about themselves but of others too. Pupils use technology, create ambitious content and are safety-conscious learners. Pupils think critically to solve logic problems, can debug algorithms and apply the fundamental principles of computer science.

Nurturing and Growing Together





Geography



Intention:

At Star we aim to develop young Geographers with a **lifelong curiosity** and **fascination** of the world around them. Through studying key **physical and human processes**, pupils will have a desire to travel; discovering the places they have learnt about. We want pupils to be **inquisitive** about their local environment whilst respectful and knowledgeable of different cultures.

Children will leave Star with **life skills**; knowing how to travel from one location to another, proficient in map use and interpreting data obtained from field studies. Teaching will equip pupils with knowledge about diverse places, people, resources and the interconnection between natural and human environments.

Children will be determined to travel, overcoming any challenges from growing up in inner city London. They will know their role within the world, and be an **advocate for protecting the environment** for future generations.



Implementation:



You have the right to be the best and develop your talents and abilities.



Geography at Star is taught through a topic-based rights curriculum, such as 'The Earth our Home.' through the four key strands of **Locational Knowledge**, **Place Knowledge**, **Human and Physical Geography** and **Geographical Skill and Fieldwork**. Through a range of creative and practical activities, such as mapping the school and local environment, we give pupils core knowledge, support them in practising skills and help them develop a deeper understanding of the world in which they live.

Pupils can:

- Develop **contextual knowledge of globally significant places** inline with our whole school topic based curriculum.
- Partake in **field studies** that provide opportunities to become competent geographers; collecting, observing, analysing and communicating a range of data.
- Make **real-life connections** through educational visits, providing a geographical context for understanding the action of processes. i.e. York, the Lake District, Epping Forest.
- Articulate the physical and human processes, how they impact each other and change over time, supported by age appropriate rich texts.
- **Interpret** a range of sources, **communicate** geographical information in a variety of ways including through maps (Digimaps), numerical and quantitative skills, speaking and writing at length.
- Develop a love of Geography through celebrating their local environments.



Impact:

Star pupils learn to love the planet Earth and think sustainably, becoming enterprising and capable **global citizens**. As Geographers, pupils have **respect** for all cultures and understand how Geography has played an important roles in the evolution of people and their environments (Article 29, Unicef Rights). Pupils understand how their actions impact their local community as well as the world around them, thus thinking critically and analytically about how they can resolve environmental issues created by humans.





History



Intention:

At Star we provide all pupils with a high quality History curriculum that will inspire in pupils a **curiosity and fascination** about the world and its people that will remain with them for the rest of their lives. It will equip pupils with a **diverse knowledge** about the history of places, people, resources and natural and human environments, together with a deep understanding of **how history can shape our lives** even now.

As pupils progress through their history learning they begin to ask valid questions to deepen their knowledge and make links across time periods. Pupils gain a coherent understanding of Britain's past, how people's lives have shaped our nation and that of the wider world. Our rights based curriculum encompasses the five core strands of history and encourages perceptive questioning and critical thinking. We aim for our pupils to weigh up evidence, investigate claims and analyse contrasting arguments to make valid judgements about short and long term historical timescales.

Our progressive approach ensures that new content builds on prior learning so that pupils can make connections and identify similarities and differences between the time periods they study.



Implementation:



You have the right to be the best and develop your talents and abilities.

Article 29

History is interconnected with other subjects which gives pupils core knowledge, helps them practise their skills as historians and supports them as they develop a deeper understanding of significant aspects of our world's history:

- The nature of ancient civilisations
- The expansion and dissolution of empires
- The characteristic features of past non-European societies
- The achievement and follies of mankind

'Big Questions' ensure pupils follow a line of enquiry to enable them to know and understand the history of the British Isles and the ever-changing world they live in. They develop a coherent, chronological narrative, from the earliest times to the present day and understand how Britain has influenced and been influenced by the wider world.

Our history lessons are hinged on historical stories and pupils read and make sense of core vocabulary using these words in their written narratives and analyses. They develop a historical understanding of more abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'



Impact:

Star pupils learn to love History and to think both creatively and analytically about the history of the world and their home city. Pupils develop a respect for all cultures and understand how History has played an important role in shaping societies. They make comparisons between different time periods and reflect on how some historical events still significantly affect the world today.

Pupils become confident global citizens gaining a historical perspective and build upon their knowledge and understanding of the connections between local, regional, national and international history.

By the time pupils leave our school, they understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Pupils leave our school equipped with disciplinary skills to prepare them for the next stage of their learning.

Nurturing and Growing Together





Art and Design



Intention:

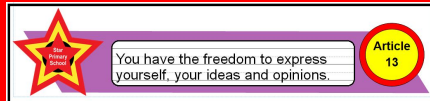
The teaching of Art, Craft and Design at Star encourages self-expression and creativity and builds confidence as well as a **sense of individual identity**. As a Happy School, we are also aware of the contribution creativity plays in the **mental health and wellbeing** of all individuals. The purpose of the Art curriculum at Star is to enable children to grow their creativity, imagination, knowledge and techniques through high quality teaching.

We ensure pupils explore their ideas, and record their experiences. Provide frequent opportunities to become proficient in drawing, painting, print and sculpture.

Pupils take inspiration from the greats. By analysing the work of famous artists, pupils are encouraged to think critically and interpret the world around them. Pupils can then take this inspiration to make decisions regarding their own desired outcome. Pupils understand the importance of art in reflecting history, culture and identity contributing to the wealth of our nation.



Implementation:



The art curriculum is organised to enable pupils the knowledge and skills to experiment, invent and create their own works of art.

- Pupils work safely within all the main Art mediums including, drawing, craft, design, painting, sculpture, printing and collage.
- Children revisit each medium, improving their **mastery of techniques** with clear progression from one year to the next.
- Pupils learn about their house artists, great artists, craft makers and designers who will inspire their ideas and outcomes. (over 36 in total). Pupils explore artists of all genders, cultures, ethnicities , contemporary and historical, unique to our school community.
- Cross-curricular links with other subjects enable children to draw on knowledge from other subjects. (When looking at habitats, flora and fauna is represented through Art, and aspects of Science and Geography will overlap.)
- Children work in sketch books. They use this tool to experiment, plan, annotate and record their thinking. Final pieces are celebrated in school through displays, exhibitions, virtually and in the community.
- **Artistic vocabulary** is explored, built upon and then used to describe the work of great artists , articulate techniques and to reflect confidently on outcomes.
- Pupils across the school work with external artists, creating large pieces of Art, enhancing the school environment.



Impact:

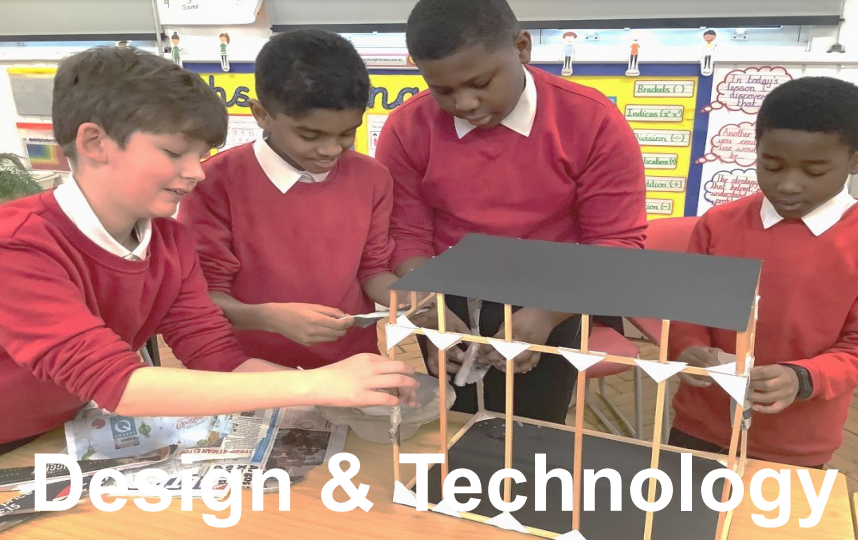
Our pupils will benefit from all the wonderful, transferable skills that Art education can teach; challenging their creativity, problems solving, observation, self expression, perseverance, open mindedness and collaboration. All of these skills link closely to our rights (Article 31) and will contribute to preparing our pupils to be responsible members of society and the next stage in their learning.

Pupils are able to draw effectively, with confidence, and transfer this skill to other areas of the national curriculum.

Pupils are able to talk about their preferred medium, using artistic vocabulary as well as highlight their favourite artists who have influenced them.

Nurturing and Growing Together





Design & Technology



Intention:

Design and Technology at Star is inspiring, rigorous and practical, encouraging all pupils to think independently, solve problems and develop their creativity and imagination safely. We encourage pupils to have a growth mindset to design and make products that **solve real and relevant global issues**. Through a topic-based rights curriculum, we make links with other subjects for example, mathematics, history, science, the arts and computing.

We want Star pupils to be resilient, demonstrating a 'can-do' attitude in their design and technology learning using coping strategies when the outcome of their products are not what they expected.

Our pupils are given opportunities to be reflective, critical evaluators and are encouraged to design innovatively and take risks in their learning. We want children to enjoy the **iterative** process.



Implementation:



You have the freedom to express yourself, your ideas and opinions.

Article 13

- Through a range of creative and practical activities, we give pupils core knowledge, support in practising skills and assistance to develop a deeper understanding of the design world and industries and refine their expertise. The D and T 'Big Problems' are aligned to our topic based curriculum, which is rich in fiction and non-fiction texts.
- Using a research-based approach to planning and teaching, each unit follows a clear learning cycle: **research, design, make and evaluate**. In KS1 children build structures, exploring how they can be made stronger, stiffer and more stable coupled with using mechanisms such as levers, sliders, wheels and axles, in their products.
- In KS2 children apply their knowledge to more complex structures and use mechanical systems for example, gears, pulleys, cams and levers. In addition, our staff plan opportunities for all pupils to develop their technical knowledge of complex structures, mechanical and electrical systems as well as applying their understanding of computing to programme and control their products.
- **Every child has the right to health (Article 24)**. Within cooking and nutrition children learn where food comes from and use the principles of a healthy and varied diet to prepare dishes. Deepening their knowledge of where and how a variety of ingredients are grown, reared, caught and processed.
- Pupils research, and evaluate existing products, design using skills drawn from art. They make, exploring prototypes and testing ideas and evaluate their products against a design criteria. Their success is celebrated through assemblies, home-learning projects and having their work displayed.



Impact:

As engineers, Star pupils learn to become risk takers, think sustainably, be innovative, enterprising and capable global citizens. Through planned and purposeful evaluation activities, pupils develop a critical understanding of design and technology, able to **articulate the process** using technical vocabulary and how it impacts on not only their daily life but the lives of others.

The high-quality design and technology curriculum at Star means that all pupils make a significant contribution to the world of creativity, culture and enterprise promoting STEM subjects as future career pathways.

Nurturing and Growing Together





Religious Education



Intention:

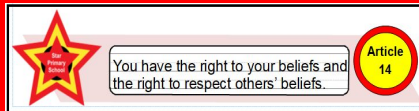
The principle aim of RE is to engage pupils in an **enquiry** approach where they can develop an **understanding** and **appreciation** for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community. As a 'Thinking school' we challenge their thinking by posing **Big Questions** to pupils in order to stimulate enquiry.

Within the Religious Education curriculum children develop an understanding of the fundamental **British values: self and identity, respect and tolerance, democracy, the rule of law and individual liberty**.

As a Rights Respecting school children feel safe in expressing their religious views as stated in **Article 14: Freedom of thought, belief and religion**. As theologians pupils develop their spiritual, moral, social, and cultural selves.



Implementation:



At Star we follow the **Newham Syllabus**, agreed by the Standing Advisory Council on Religious Education (SACRE) in 2016.

- RE in the EYFS is taught through cross curricular links focusing on several themes: celebrating special times, stories and what they tell us, identity and relationships.
- At Key Stage 1 and 2, there is a **systematic study** of Christianity and the other 5 principle religions in the UK (Buddhism, Hinduism, Islam, Judaism and Sikhism).
- The syllabus provides opportunities to teach all religions practised within our school community including atheist and agnostic points of view.
- Pupils **handle artefacts**, explore **sacred texts** and use imaginative play or drama to express feelings and ideas.
- Each year group visits a **place of worship** to enable real and hands-on learning opportunities.
- Pupils learn through a range of stories and develop a **religious vocabulary** and interpret religious symbolism in a variety of forms
- Pupils are encouraged to **think critically** and raise fundamental questions about beliefs and values.



Impact:

At Star, we prepare children to thrive in the diverse community of Newham and the increasingly interdependent world. Pupils are **confident** and **resilient** in their own religious beliefs and identity, simultaneously showing **mutual respect and tolerance** of those with different faiths and challenge prejudice. Pupils have a sense of **enjoyment and fascination** in learning about themselves, others and the world around them. Pupils are reflective, offering their own thoughtful and informed insights into religious and secular world-views. Children from Star are prepared to live **positive and fulfilling lives**, leaving our school able to fully participate in life in modern Britain. The impact and quality of our RE curriculum is evidenced from our **GOLD RE Quality Mark** accreditation.

Nurturing and Growing Together





MFL- Spanish



Intention:

The aim of the high quality rights based Spanish curriculum at Star Primary School is to introduce our pupils to key aspects of learning a foreign language, fostering a broader interest in and understanding of other languages and cultures.

Our curriculum is designed to develop pupils' **linguistic knowledge** and **skills**, ensuring that each child can express their ideas and thoughts in another language. By learning another language, Star pupils will be better prepared for their transition into secondary school, and will have developed valuable skills in an increasingly multinational and multicultural society.

We aim to provide opportunities for all pupils to learn through practical activities and real-life contexts ensuring they think critically and speak with increasing **confidence**, **fluency** and **spontaneity**. We aspire for all pupils to improve their intonation and pronunciation by the time they leave our school.



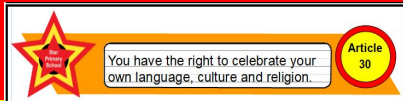
Implementation:

- Spanish Lead Teachers at Star introduce key concepts of Spanish to pupils across Key Stage 2 whilst classroom teachers observe, with the intention of the latter gaining experience and eventually teaching the language themselves.
- INSET is also provided half-termly to ensure that classroom teachers have the disciplinary skills, knowledge and confidence to deliver Spanish lessons.
- Pupils apply their knowledge of English vocabulary, grammar and syntax to learning a foreign language. Pupils understand basic Spanish grammar and develop their confidence in speaking and understanding Spanish through discussions, songs, poems, rhymes, guided practice and asking questions.
- Pupils listen to their teacher and join in exploring different sounds and patterns of the language
- Pupils have planned opportunities to speak and write in Spanish for different audiences and purposes and write and speak from memory about people, places, things and actions.
- Dual language texts and workbooks ensure pupils learn and make sense of Spanish vocabulary and grammatical structures
- Weekly practice allows pupils and staff to broaden their vocabulary and develop their ability to understand new words. We encourage pupils to use familiar written material (workbooks) and dictionaries.
- Native Spanish speaking staff and pupils enrich the teaching and learning of Spanish



Impact:

At Star Primary School, staff and pupils show enthusiasm, appreciation, curiosity and excitement for our Spanish curriculum. Pupils begin to make connections between Spanish and their native languages and their knowledge of English grammatical structures is also reinforced. By learning Spanish, pupils are initiating a journey that not only allows them to communicate with others, but also to understand and celebrate other cultures as well as develop an awareness of the world around them. It provides pupils with the foundation for learning and enjoying other languages and encourages them to learn and work in industries in other countries throughout their adult lives.





Intention:

At Star Primary, our rights based RSHE curriculum ensures that all children are equipped to address the challenges of having a happy and **successful adult life**. All children will develop knowledge and skills that will enable them to make informed decisions about their **wellbeing, health and relationships** and to build their self-efficacy.

We aim to grow and nurture the fundamental building blocks and characteristics of **positive relationships**, with particular reference to friendships, family relationships, and relationships with other children and with adults. We want children to make **safe choices** both on and offline, build resilience and lead a healthy life.

Everyone faces difficult situations in their lives. This subject can support young people to **develop resilience**, to know how and when to **ask for help**, and to know where to **access support**.



Implementation:

The majority of the RSHE content is taught through the **Happy Schools scheme of work** and we look for opportunities to draw links with other subjects and **integrate teaching** where appropriate.

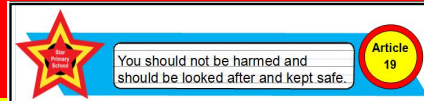
- The Happy School's scheme of work is taught every week which over time **enhances the personal, social, emotional and economic wellbeing and happiness** of our school community, and supports **children's mental health**. There are five areas of focus: self confidence, achievement and success, positive relationships, support and coping skills.
- Children are rewarded with 'Happy leaves' in assembly when they show achievements in the 5 areas above and every class has a happy tree to display their leaves. Core knowledge is broken down and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons.
- **Vocabulary** is used to enable pupils to articulate their feelings and viewpoints.
- Pupils are taught the rules and principles for **keeping safe online** including: how to recognise risk, harmful content and contact and how to report them. Content is taught each half term through both Computing and RSHE lessons.
- High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.
- In UKS2 our pupils have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.



Impact:

Our pupils are **confident and happy**. They are able to negotiate challenges effectively and positively and have developed the capacity to make decisions when facing risks and challenges. Children can recognise the characteristics of a secure and **healthy family life** and understand that other families may look different but are characterised by love and care. Children recognise if relationships on and offline are making them unhappy or unsafe that they can seek help. Children care and are respectful of others and know how to keep themselves safe. Star pupils are resilient and have strategies that help them have **good mental and physical health**. Pupils are prepared for the Secondary school RSHE curriculum.

Nurturing and Growing Together





Music



Intention:

At Star we acknowledge the power of music for **emotional well being, freedom of expression** and a **universal language** that embodies one of the highest forms of creativity. (Article 29)

The music curriculum at Star has been designed and delivered by a **music specialist** to inspire pupils and enable sustained progression across year groups. All musical learning is underpinned by the inter-related dimensions of music.

Children are engaged in music, confident to perform and proud of their achievements. Pupils learn to play, sing, listen, compose, perform and appraise their own and others creative work. They appreciate the best in the musical canon, reflecting the cultural diversity of our school.

Our low floor, high ceiling approach encourages pupils to sing in tune, sing and play in time and compose music of their own, to allow seamless transition to secondary music. Star pupils inspire each other to become the best musicians they can be.



Implementation:



You have the freedom to express yourself, your ideas and opinions.

Article 13

Music is a high profile subject which is delivered weekly in the music room utilising a well designed and personalised curriculum. Music is inter-woven throughout our curriculum and celebrated by performances within our community.

- 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
- Our youngest learners perform action songs and nursery rhymes, developing their use of pitch and rhythm.
- KS1 learn basic graphic score and link songs that they know to rhythm grids using unpitched and pitched percussion, moving into staff notation by the end of year 2 on the recorder.
- As KS2 pupils progress through their music curriculum they continue learning staff notation on the recorder, refine their percussion work before moving to community performances with partner schools: Festival of Voices at the Hackney Empire.
- Year 6 begin their transition to secondary music work including the Blues, notation and music technology on iPad.
- Weekly singing assemblies support cross curricular songs linking to our topic based curriculum.



Impact:

Star pupils are **bold, talented** and **aspirational musicians**. Pupils are able to explore and access the curriculum progress as far as their mindset can take them. Our whole school focus on growth mindset and use of FLIP strategies alongside specialist teaching encourages pupils at Star to progress beyond many other Newham pupils. Our musicians access instrumental lessons and clubs that stretch that learning even further and bring that knowledge and experience back into the classroom.





Physical Education



Intention:

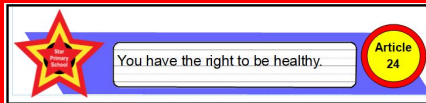
Our high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. At Star we want **all** children to enjoy sport and physical activity. We want them to be actively engaged in lessons and develop a **lifelong love and understanding of the benefits of physical activity both to their physical and mental health.**

As a rights respecting school, we embed the values of **fairness, sportspersonship and respect** through competitive sports and physically demanding activities.

By the time our pupils leave us at the end of KS2, they will have developed their competence in a range of sports and physical activities so they go on to live active and healthy lives.



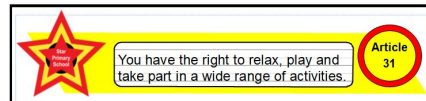
Implementation:



- All children participate in weekly PE lessons as well as Fit Friday activities to enable them to be physically active for sustained periods of time.
- The curriculum is delivered through the areas of **acquiring and developing skills, applying skills and using tactics and evaluating and improving performance.**
- PE is interconnected with other subjects such as science and is championed through our Healthy Hearts PE led topic
- Our learners develop their PE skills through games, gymnastics and dance activities.
- Pupils in EYFS and KS1 master the fundamental skills, participate in team games and perform dances.
- Pupils continue to apply and develop a broader range of ability into KS2, improving skills related to a range of competitive sports and games and develop tactical awareness.
- **Specialist sports teachers** lead movement/intervention groups for children whose physical literacy requires additional support or children who lack confidence or require a physical outlet. The specialist team of staff enable focused teaching and support, whilst providing a range of increasingly challenging situations.
- **Pupils swim safely** and with increasing confidence and competence and develop their proficiency over a distance of 25 metres using a range of strokes.



Impact:



Children at Star are engaged and happy in PE lessons and show progressive improvement year on year to become physically confident sportspeople and strive for their personal best. Pupils enjoy collaborating, competing and communicating with each other using, reading and making sense of core vocabulary. Our pupils are successful and represent the school in inclusive sporting events and borough wide competitions. Through PE, pupils develop their leadership skills; advocating a love of sports and physical activities. **Our pupils know that sustained physical activity leads to a better life expectancy and personal wellbeing.**





Special Educational Needs and / or Disabilities



Intention:

At Star Primary School, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become **independent, inquisitive learners** both in and out of the classroom.

Being an Inclusion **Quality Mark Flagship School**, we work towards removing all barriers to learning and participation, provide a holistic education that is appropriate to pupils' needs, promotes high standards and the fulfilment of potential for all pupils; promote positive relationships, active engagement, and wellbeing.

At the end of KS2 our SEND pupils will leave STAR Primary with the **self confidence** and skills to be able to **communicate effectively their needs** and **function as independently** as they can in their personal capacity. They will have developed the **understanding of their emotional wellbeing and knowledge of their rights in society**.



Implementation:

- At Star Primary **every teacher is a teacher of SEND**. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between all stakeholders.
- Our rich, broad balanced Rights Respecting curriculum offers our children a wealth of experiences and ensures that pupils with SEND are included in all aspects of their school day, provided with **quality first teaching (adapted to meet their needs)**, respected and their contributions valued and acknowledged.
- We recognise the importance of promoting **positive mental health and emotional wellbeing** to all our students and their families. We create an open culture around the discussion of SEND needs and wellbeing, and to empower our SEND children be proud of their abilities and encourage acceptance and empathy amongst all pupils.
- By implementing the **Zones of Regulation** curriculum we aim to teach our pupils to identify emotions in themselves and others and provide them with a bank of strategies, sensory stations in each classroom, ZEN rooms and sensory break areas all around school, to help regulate their emotions and improve their wellbeing.
- Some pupils may need **specific 1:1 or small group interventions** to support their cognition and learning, social emotional mental health or sensory needs. We work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Complex needs Services and Behaviour support services to develop specific targets/programmes tailored to the child's individual needs.



Impact:

Star Primary is proud to hold Inclusion **Quality Mark Flagship School Status** for five years running. Evidencing that pupils at Star Primary School feel happy, safe and respected. Children with SEND make good progress at Star from their starting points.

Children with SEND develop skills and knowledge across the curriculum to prepare them for the next stage of their education and, in the long view, prepare them for employment, independent living and making a positive contribution to their community.



You have the right to what you think should happen and be listened to.

Article 12

