

## Burston and Tivetshall Primary Schools

### Curriculum Intent Statement and Collective Worship

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# Curriculum Intent Statement and Collective Worship Policy 2025 - 2026

## **Introduction**

At Burston and Tivetshall Primary Schools we are committed to providing a curriculum which is broad and balanced and provides our pupils with opportunities to gain essential knowledge, skills and understanding. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners. We will aim high, striving for every child to achieve more than they thought possible. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all where children feel safe to try new things.

As stated in the National Curriculum - the school curriculum comprises all learning and other experiences that each school plans for its pupils. It is a framework which sets out the programme of education including the knowledge and skills to be gained at each stage. The national curriculum forms one part of the school curriculum.

We believe that our school curriculum should allow a breadth of learning across all subjects, which is relevant and meets the needs of all children whatever their ability. Our curriculum is comprised of The National Curriculum 2014 (statutory requirement) and the wider curriculum which can be derived from local interests, resources and designed from the children's needs and interests.

Our curriculum ensures that the children are provided with a range of learning experiences which should challenge, stimulate and promote thinking and learning and reflect our school vision, context, pedagogy and needs of the children.

Our vision is for all our children to make their MARK both here at school and in the world around them. We encourage them to be motivated, aspirational, responsible and be kind to others as they grow into confident, inquisitive and successful learners.

## **Our Intentions**

The aims of the National Curriculum are to -

- provide pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.
- provide an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

In our curriculum design we aim to:

- prepare pupils for the opportunities, responsibilities and experience of adult life;
- provide equality of access and the opportunity for all pupils to make progress;
- develop the personal and social skills, attitudes and values of each child through citizenship, religious education and personal, social and health education issues;
- promote high standards in reading, writing and maths;
- enable children to acquire knowledge and skills in science;
- enable children to be confident in the use of ICT;

- promote spiritual, moral and cultural development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable children to participate in the arts;
- promote empathy and a global awareness.

**Specifically -**

- The development of communication skills through speaking, listening, writing, reading and information handling, plus languages.
- The development of mathematical skills and mastery of maths through numeracy, that is, number, shape and space, measures, investigation and data handling.
- The development of environmental inquiry through history, geography, science and outdoor learning.
- The development of physical skills through gymnastics, games, and swimming.
- The development of aesthetic and creative arts through music, art, design, dance and drama.
- The development of skills and attitudes which will help the children to take advantage of opportunities, experiences and responsibilities in their future lives.

We believe that children learn well when they are deeply engaged and involved with their activities. We want children to come to school every day excited by the prospect of new discoveries and new skills to learn. We plan our curriculum to appeal to the children's interests and to help facilitate their learning in a wide range of areas.

Our curriculum is supported and underpinned by an ethos in which all children are valued and where our children can flourish in a safe, calm, caring and enabling environment. Paramount to our curriculum is each child's well-being and their developing independence is encouraged and celebrated. Our learning environment is supportive and purposeful – but also stimulating, challenging and engaging with a clear focus on promoting positive behaviour and our principles for learning.

Our curriculum also specifically offers rich and diverse learning experiences and opportunities drawn from and inspired by our unique local environment.

Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest attainment for all;
- enable pupils to make links across different areas of learning;
- help pupils to think creatively, inquire and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding;
- contribute to pupil safety, behaviour and welfare including their physical, mental and personal wellbeing, spiritual, moral, social and cultural development and promotion of British values.

## Our implementation of the Curriculum

- ➲ The maths curriculum is taught using *White Rose Maths*
- ➲ The writing curriculum is taught using *The Write Stuff*.
- ➲ The reading curriculum is taught using *Fred Talk*.
- ➲ We teach phonics using *Little Wandle*.
- ➲ All other national curriculum subjects have been organised into teaching cycles for each class, taking account of prior knowledge required to be built upon when considering the new knowledge to be taught. They stem from a range of schemes used to support teacher workload.

- Teachers are given well thought out and considered Subject overviews and Curriculum cycles to see what is required to be taught each half-term for each subject. These, long term overviews outline the NC objectives to be taught as well as the skills and knowledge content for each individual year group. They also include detail to ensure that experiences are not replicated – for example history content, artists, music and songs. SMSC opportunities and vocabulary are included also.
- Where relevant, The Write Stuff genre may be linked to the teaching in other subjects for example report writing following a science investigation. The Write Stuff experience days may involve a visit or visitor, a ‘real life’ challenge or problem to solve, a question or project to complete and celebrate with an audience.
- After long term plans have been established teachers plan out their teaching narrative for the number of sessions they have set. The teaching narrative should have a clear starting point and identify how it will develop significant outcomes by the end.
- Progress will be judged by evidencing that children know, can remember and can do more after the given period of time. We monitor the progress and achievements of pupils throughout their time at our school and share this information with parents on a regular basis.
- Learning in any subject may be celebrated through the sharing of work with a variety of audiences including assemblies, parents, visitors and through displays.

In addition to the taught national curriculum, we offer –

- Nurture Provision– children identified as requiring additional support in their personal and behavioural development will have access to planned time with a trained adult.  
This provision involves listening and responding to an adult or other children. Children may talk, play a game, engage in Lego Therapy/Thrive/ELSA or complete sensory circuits while the adult listens, engages in conversation about events and feelings. Children respond to feeling valued, in most, praise of their small achievements and in having a consistent and reliable member of staff to go to. Staff give children positive reinforcement so children can self-regulate positively.
- Curriculum enrichment – Class teachers plan high quality, engaging enrichment across the curriculum. Opportunities may involve trips and experiences off site, visitors, speakers and workshops that come to school and activities led and delivered by members of staff or trained volunteers. Enrichment opportunities are planned to support current learning, as a starting point for future learning or as consolidation for learning that has happened previously. We make the most of our location, and many of our curriculum experiences take place in our local area; we aim to foster good links with nearby organisations and also engage with parents to

make use of their skills and expertise.

- Personal Development – Children from all year groups have the opportunity to contribute to the wider life of the school in a variety of ways. We have both School and Eco Councils that are re-elected each year and are active in fund-raising and improving the experience of school for everyone. Children in KS2 volunteer as play-leaders. They lead group games at lunchtime so all children can feel involved and keep active whilst they are outside. All children take part in calendar events such as Children's Mental Health Week, Recycling Week, and Child Safety Week. Children find out about different world religions, British Values, and other cultural events through a planned assembly schedule. During KS2 children have the opportunity to go on residential.

### **Roles and Responsibilities**

- The Executive Headteacher / Head of Schools have the responsibility for the leadership of the curriculum and supports the work of the curriculum leaders to ensure that the curriculum has progression and appropriate coverage.
- Heads of School are responsible for evaluating and monitoring standards, completing Health Checks, liaising with Trustees and ensuring that the resources are maintained.
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure progression across the key stages and between the schools.
- The Executive Headteacher and SENDCo ensure that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.
- The Trust monitor the curriculum through the termly Headteacher's report.

### **Summary of subjects and resources –**

Subject	Specific schemes
Maths	White Rose
English	The Write Stuff Little Wandle Letterjoin Spelling Shed Fred Talk
Science	PLAN Explorify
Geography	Connected Geography
History	Connected History
RE	Discovery RE
PSHE	Jigsaw scheme
PE	Premier Sport/Specialist teacher
Music	Charanga Norfolk County Council Music Hub

Computing	Teach Computing Project Evolve
Art and design	Access Art
DT	Project on a page
Languages	Kapow

### **Collective Worship**

We aim to fulfil national statutory requirements, to raise awareness and understanding among pupils of the spiritual, moral and cultural aspects of modern British Life. Burston & Tivetshall Schools believes that Collective Worship should be a reflection of the important values in life.

The legal Requirements for Collective Worship are outlined in The Education Act 1996 which states:

- All pupils must take part in an act of collective worship every day at any time during that day.
- Collective Worship may be as a whole school or in different age groups e.g. Key Stage or Classes
- The Headteacher is responsible for ensuring the legal requirements for Collective Worship are met.
- Collective Worship must take part on the school premises
- Collective Worship shall be wholly or mainly of a broadly Christian character
- Each member of staff, including the Headteacher, has the legal right to withdraw from the Act of Collective Worship.
- It remains the Executive Headteacher's responsibility to lead Collective Worship
- All parents have the right to withdraw their children from Collective Worship, wholly or partially.

### **Aim of Collective Worship**

The Law requires all schools to provide a daily act of Collective Worship. At Burston and Tivetshall we acknowledge that our school community is not a "worshipping community" in the same sense as a local church, but we aim to give children the opportunity to understand and experience some of the features of worship in Christian Community. The Law also requires us to provide pupils with an opportunity to worship God as part of Collective Worship. We do this through times of quiet reflection. Children are given the opportunity to participate in this in the way that they choose, whilst respecting the rights of others to choose their own way to respond.

### **Approach of Collective Worship**

At Burston and Tivetshall we believe that a core set of values is important to life for all faiths. Different values are explored in greater depth through many of the following methods:

- Bible stories
- Readings
- Reading and stories from main world religions
- Sharing important national and international news, events etc.
- Sharing achievement and celebrating success
- Singing

- Poetry
- Drama
- Art
- Artefacts
- Video Clips
- Prayers
- Question and Answer sessions
- Reflection

### **Organisation of Collective Worship**

A member of staff is responsible for overseeing the planning of the themes for Collective Worship. Other agencies may lead the Collective Worship such as a representative of the local Church. Occasionally Acts of Worship are held in the churches within the locality of the schools.

### **Withdrawal**

Parents may ask for their child to be totally or partially withdrawn from Collective Worship in accordance with the Education Act. They are advised of this right in the school informational literature and asked to contact the Executive Headteacher to make arrangements. No reasons should be given, but a discussion with school is recommended. Staff also have the right of withdrawal, upon discussion with the Executive Headteacher.