

Foundation Subjects, Science & RE (FOSS) Curriculum Policy

Date approved / reviewed : - Summer Term 2025

Date to be reviewed: - Summer Term 2026

Governing Body Committee: - ESB

Blidworth and Rainworth Primary School Partnership

Our **integrity** based curriculum starts right from the Early Years and spans across the whole of school and everything we do:

- **Integrity** of sound Early Years practices that provide essential, foundational child-led learning experiences that are steeped in opportunities to experiment and develop rich language skills.
- **Integrity** of teaching subject areas discretely as our children move through KS1 & KS2 – delivering key skills, knowledge and vocabulary that capture the essence and uniqueness of each subject.
- **Integrity** of progressive content that is appropriate for each age and stage of development across school; using the ‘stay in your lane’ approach to encourage depth of learning and to minimize learning gaps.
- **Integrity** of staff that continually strive to cement intended learning within each curriculum year to ensure visible progression and absolute confidence in what has been taught before.
- **Integrity** of our commitment to the wider curriculum (RSHE, Values, extra curricular experiences) to develop and nurture informed and healthy humans.

Why teach our subjects discretely?

- Progression and continuity of knowledge and skills across the school is clear.
- Essential content is taught regularly and explicitly, so it is easier to make links with past learning.
- Children gain a better understanding of the identity of each subject and, in turn, can develop particular interests (Historians, Geographers, Scientists).
- Teachers can more easily identify when this related content was last taught.
- Easier to identify gaps from one unit to the next.
- Ensures links between other subjects are always explicit and purposeful.
- Avoids disengaging learners from entire topics if they don't appreciate the theme.

How does our curriculum meet the needs of our children?

- Planned links to children's real life experiences (coal mining, local studies).
- Planned, meaningful opportunities to promote diversity in primarily White British communities (artists, musicians, authors, poets, sports people).
- Planned commitment to promoting what makes each discrete subject unique, in communities with high proportions of disadvantaged families who may not have the personal experience or means to access wider cultural opportunities.
- Planned exposure and development of high quality Tier 2 & Tier 3 vocabulary.
- Planned access to wider life experiences.

| YEAR | EXPERIENCE |
|-------------|----------------------------------------------------|
| FS2 | WHITE POST FARM |
| YEAR 1 | SOUTHWELL WORKHOUSE |
| YEAR 2 | YORKSHIRE WILDLIFE PARK / YORKSHIRE SCULPTURE PARK |
| YEAR 3 | RESIDENTIAL / CRESSWELL CRAGS |
| YEAR 4 | NOTTINGHAM CITY / ART GALLERY / YOUNG VOICES |
| YEAR 5 | SPACE CENTRE / COAL MINING MUSEUM |
| YEAR 6 | LONDON / HOLOCAUST CENTRE / RESIDENTIAL |

How is our curriculum organised?

- Science, RE, Computing, Music, French & PE are taught every week.
- Art, D&T, History and Geography are taught weekly in alternate half terms.
- RSHE content is woven through other areas of the curriculum across the year, such as Science, PE and RE, as well as 'stand alone' Values Days.
- Values Days are delivered on the first Monday of each new half term and explore each of our key school values that underpin our entire curriculum. In Upper School, Values Days include a planned debate for our Year 5 and Year 6 classes.

| Subject | Hours Per Term (minimum) | Subject | Hours Per Term (minimum) |
|---------------------|--------------------------|---------------------|--------------------------|
| SCIENCE | 18 | ART | 6 |
| RELIGIOUS EDUCATION | 12 | DESIGN & TECHNOLOGY | 6 |
| COMPUTING | 12 | HISTORY | 6 |
| PHYSICAL EDUCATION | 24 | GEOGRAPHY | 6 |
| MUSIC | 8 | FRENCH | 6 |

How is our curriculum planned and delivered?

- Each subject has a **Subject Pathway** containing the following key documents that ensure breadth of coverage and progression of knowledge and skills across school:
 - Long Term Overview
 - Skills Progression Mapping Overview
 - Vocabulary Progression Overview
 - Learning Overviews
- Each **subject** is divided into key **themes** that ensure children are able to experience the breadth and **uniqueness** of individual subjects. The content for each theme, within each year group, is mapped out to ensure appropriate **progression**, building on previous learning and experiences. Each theme is delivered through **units of work** that document key **learning objectives**, and **success criteria** that break down learning into small steps.
- Learning is communicated to the children as being like building a wall; you keep consolidating knowledge and skills until learning is securely cemented, you do not start building a new row until the one before is complete.
- Children are actively encouraged to make links with learning from both their short and long term memory, in order to build on their learning successfully. This can be with previous learning in the same subject, or through **purposeful links** within other subjects.

How is our curriculum assessed?

- At the beginning of a unit of work, children use S.T.I.C.K.Y. Frames to self-assess against key statements on their current knowledge and understanding.
- During lessons, staff use Assessment for Learning techniques to ensure children are being guided and scaffolded appropriately to meet the learning objective successfully.
- As individual lessons are completed, children and staff assess the depth of learning that has taken place.
- At the end of a unit of work, children use S.T.I.C.K.Y. Frames again self-assess learning that has taken place.
- At the end of a unit of work, staff assess the overall learning that has taken place for individual children within the theme, and whether they have evidenced they are working within expectations.
- At the end of each academic year, a summative judgement is made as to whether, overall, children are working at an expected standard or towards expected standards in each subject.

How is our curriculum shared with parents?

- During transition a Curriculum Overview, including RSHE content, for each year group is shared with parents.
- At the beginning of each half term Curriculum Newsletters are sent home detailing learning and experiences that will take place over the coming weeks.
- At the beginning of each term, parents are invited to Termly Learning Celebrations to share children's successes and progress.
- Each term, parents are invited to 'Seeing is Believing' events that showcase curriculum learning that has taken place (production, poetry recital, practical learning).

How is our curriculum monitored?

- Each individual subject has a **Subject Specialist** whose responsibility is to guide the Intent, Implementation & Impact of our curriculum across all three Partnership schools.
- To enable manageable and effective subject development, individual subjects are either within a **Monitoring** phase or a **Spotlight** phase.
- In the **Monitoring** phase, Subject Specialists are in a continuous process of checking on their subjects, ensuring the subject continues to have the right impact on pupils and identifying where changes, support and developments may be needed. This includes the monitoring of external influences on their subject (new research or guidance).
- In the **Spotlight** phase, Subject Specialists focus on a significant area for development in the subject, for the partnership or for an individual school, where they plan, implement and then review the impact of significant developments within their subject.
- Subject Specialists record their quality assurance activities or development areas using the **FOSS Quality Assurance & Development Plan**.
- In the Summer Term, Subject Specialists meet with the member of SLT5 responsible for Curriculum to provide an overview of the year.
- Please see **Partnership Curriculum Leadership Handbook** for further information.

Integrity Responsibility Respect Inspiration Resilience Aspiration Inclusion



Integrity of sound Early Years practises that provide essential, foundational child-led learning experiences that are steeped in opportunities to experiment with and develop rich communication and language skills.



Integrity of teaching subject areas discretely as our children move through KS1 & KS2 – delivering key skills, knowledge and vocabulary that capture the essence and uniqueness of each subject.

Integrity Based Curriculum

Integrity of progressive content that is appropriate for each age and stage of development across school; encouraging depth of learning and minimizing learning gaps.

Integrity of our commitment to the wider curriculum - RSHE, our Values, extra-curricular experiences - to develop and nurture informed and healthy humans.

Integrity of staff that continually strive to consolidate intended learning within each curriculum year to ensure visible progression and absolute confidence in what has been taught before.



Our School Values and Relationships, Sex & Health Education woven through daily life and lessons.



Cementing knowledge & skills in each year group, building on learning across school.



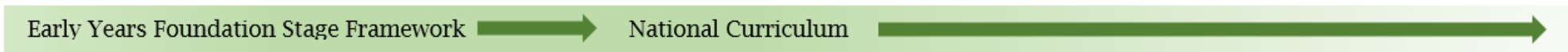
Relentless focus on reading as the key to lifelong learning through; phonics, fluency, comprehension.



Planned progression in subjects, vocabulary and key transition points.



Purposeful links between different subjects, life experiences and World events.



Responsibility



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Respect



Courage



Pride



Aspiration



Kindness



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Early Years Foundation Stage Framework



National Curriculum



Responsibility Compassion Perseverance Inquisitiveness Ambition Diversity



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