

# Teaching and Learning Policy



Broadheath  
Primary School

Agreed by staff:

---

Presented to Governors:

---

Date of Review:

---

## BROADHEATH PRIMARY SCHOOL

### 1. AIM

The aim of this policy is to make a significant contribution towards meeting the individual needs of all pupils so they will reach their full potential in terms of physical, intellectual, social, emotional, creative and moral development.

Learning and teaching are based on a whole school approach, within the context of a broad, balanced curriculum and upon the acquisition of skills, knowledge and understanding, attitudes and values. Learning and teaching opportunities are planned using clear objectives from detailed schemes of work and syllabi including- Early Years Foundation Stage, National Curriculum and the Trafford R.E agreed syllabus.

### 2. OBJECTIVES

To provide a safe, positive and caring environment, rich with learning and teaching opportunities.

To meet individual need through suitably challenging tasks and learning experiences.

To encourage a 'Growth Mindset' attitude and emphasise effort and practise as drivers for success.

To provide opportunities for social interaction and co-operation; group, pair and individual work.

To identify strengths and talents and for these to be used to enhance effective learning and self esteem.

To develop in each pupil a sense of self worth and respect for others.

To encourage parents and carers to work in partnership with the school and become actively involved in their child's learning.

To encourage children to develop independence and responsibility for their own learning, which can involve children selecting their own level of challenge.

### 3. DEFINITION OF 'GOOD PEDAGOGY'

Popham and Ryan (2012) define effective teaching as 'that which leads to high achievement by students in valued outcomes.' Those outcomes should link to our objectives listed above and relate to academic, social and emotional development. We can judge the effectiveness of teaching from its impact on assessed learning.

### 4. KEY ELEMENTS OF EFFECTIVE LEARNING

Children have:

positive attitudes to learning, to themselves as learners and the importance of learning.

positive relationships, attitudes and behaviours.

a share of the responsibility for their own learning.

understanding of learning objectives and outcomes.

demonstrable progress in knowledge, skills and understanding.

suitable strategies to enable them to achieve agreed expectations.

opportunities to initiate ideas, investigations and explorations.

The opportunity to develop and apply skills, habits and attitudes required for independent study, raising their competence and confidence as learners.

equal access and opportunity to experience the full curriculum and a wide variety of resources – human and physical.

the use of the wider environment beyond the indoor classroom (outdoor classroom, local community and the wider world).

good relationships between home and school which allow learning to be supported and extended outside school hours.

opportunities to develop self-evaluation and reflection.

## 5. KEY ELEMENTS OF EFFECTIVE TEACHING

Research from the Sutton Trust, in association with Durham University, tells us of the 6 components of great teaching. Below are listed the six components suggested by the research that teachers should consider when assessing teaching quality. 'Good quality teaching will likely involve a combination of these attributes manifested at different times; the very best teachers are those that demonstrate all of these features.' (Coe, Aloisi et al 2014)

**Pedagogical Content Knowledge** (this has a strong impact on student outcomes). Teachers have deep understanding of the subject they teach and a strong understanding of the material being taught. Teachers understand the ways in which pupils think about the content, are able to evaluate the thinking behind students' own methods and identify common misconceptions.

**Quality of Instruction** (this has a strong impact on student outcomes). This includes elements such as effective questioning and the use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses, giving adequate time for practice to embed skills securely and progressively introducing new learning through scaffolding.

**Classroom Climate** (this has moderate impact on student outcomes). This aspect involves quality interactions between teachers and students as well as teacher expectations. Classrooms need to constantly demand more, yet still recognise pupil self-worth. It also attributes student success to effort rather than ability and values resilience and grit in outlook – a growth mindset.

## BROADHEATH PRIMARY SCHOOL

Classroom Management (this has moderate impact on student outcomes). Teachers make efficient use of teaching and lesson time. They coordinate classroom resources and space and manage pupil behaviour effectively with clear rules that are consistently enforced. Learning opportunities are maximised.

Teacher Beliefs Teachers have a clear purpose and adopt practices to support learners.

Professional Behaviours Teachers reflect on and develop professional practice, participate in developing themselves proactively. They also support colleagues and liaise and communicate effectively with parents.

### 6. CROSS-CURRICULAR LINKS

Topics are planned in order to make links between many different subjects. Curriculum planning specifically develops this and teachers ensure that links are relevant and purposeful. Key skills in Literacy are exploited across the curriculum.

### 7. USE OF INFORMATION COMMUNICATION TECHNOLOGY

There are many opportunities to use and exploit ICT to enhance learning and teaching throughout the curriculum. ICT is used to aid learning and teaching during class work. ICT is used extensively to facilitate new learning situations and to support ongoing practical activities. It is also a powerful motivational tool, across the whole range of abilities and levels of attainment.

### 8. ASSESSMENT FOR LEARNING

Every opportunity is taken to assess children's learning. This may be formative (informing future planning), or summative (informing school staff and also parents/carers). Formative assessment includes note-taking, monitoring of classwork, observation and child or peer assessment. Summative assessment includes regular testing, which may be standardised or unstandardized, running records, screening etc.

Children are involved in target setting and receive guidance on how to achieve them. They are encouraged to self-evaluate and reflect on their learning.

As a school we use Target Tracker as our main assessment recording system and use this tool to monitor learning each term.

### 9. SPECIAL EDUCATIONAL NEEDS

All teachers closely monitor the progress of each child within their class. Early identification of a child with S.E.N. is crucial if his or her needs are to be addressed, and if the child is to progress to achieve his or her full potential. Targets are written for children on an individual needs basis. We follow the Graduated Approach of: Assess > Plan > Do > Review

### 9. EQUAL OPPORTUNITIES

Our promote equality of opportunity and high achievements for all pupils and staff.

10. MONITORING AND EVALUATION OF LEARNING AND TEACHING

All staff are involved in ongoing monitoring and evaluation of learning and teaching across the curriculum, promoting high standards of enjoyment, achievement and attainment for all pupils.

We have a robust and rigorous system of monitoring in place which uses a triangulated approach to evaluate the effectiveness of teaching and learning. This involves monitoring teachers and Teaching Assistants delivering lessons, scrutinising pupil books and analysing pupil achievement data.

11. STAFF TRAINING

As a school we value the learning of all our community and provide quality training related to the School Development Plan and individual needs of the teacher or staff member.

12. SUPPORT FOR PARENTS

We strongly believe in providing parents with the skills, understanding and know-how which will enable them to effectively support and encourage their children in learning. We provide a variety of workshops and work with other services to provide tailored and targeted support when appropriate.

## ENGLISH

All areas of the curriculum involve using English for communicating with others around us and it is embedded across all areas. It is our aim to enable all of our pupils to develop the use and understanding of Standard English to their full potential in all aspects of speaking, listening, reading and writing, including spelling and handwriting.

At Broadheath Primary we teach English daily as a discrete subject from Year 1 to Year 6, following the objectives within National Curriculum 2014. Teaching matches the needs and ability of individual pupils. English skills are also taught and embedded across the curriculum, within other subject areas such as Science, History and Geography.

Reading activities including individual, group and guided sessions, are used to develop pupils' reading skills that are further enhanced across the curriculum. The school offers a wide range of books including fiction, non-fiction and poetry. We encourage the independent choice, by pupils, of reading books.

A major focus at Broadheath Primary is on developing grammatically accurate and fluent writing. Teachers model the writing and planning process through shared writing sessions where ideas are collected and developed. Children work in pairs, groups or individually to write a wide range of narrative and non-narrative texts, both within discrete English lessons and as cross-curricular work. Grammar and punctuation are contextually taught within English lessons, as well as during discrete grammar sessions. Objectives taught within English are used to develop writing across the curriculum using Alan Peat sentence structures. Speaking and listening activities also take place across the curriculum. Pupils have opportunities to work in groups of different sizes – in pairs, small groups, and as a whole class. Pupils learn how to take turns and when and how to participate constructively in conversation with others. All children will be given opportunities within English and other lessons to perform poems, plays, make formal presentations, participate in discussions and debates and are encouraged to explain their ideas and thinking.

### Phonics: EYFS and Key Stage 1

In the Early Years Foundation Stage and Key Stage 1, an emphasis is placed upon the teaching of phonics, as the children follow the Letters and Sounds programme. Daily phonics sessions are taught in Nursery, Reception and Year 1. At Year 2 the phonics sessions are taught 3 times a week, with greater emphasis and links made to spelling and spelling rules. The teaching of phonics is a real strength of Broadheath Primary and our children surpass the national and Trafford averages year on year.

### EYFS

Communication and language is one of the prime areas of the EYFS curriculum, within this area pupils are taught to develop their listening, understanding and speaking skills within a broadly play based curriculum. This, alongside the specific area of Literacy where children's reading and writing skills are developed, is the basis of our English teaching in our EYFS. A range of English activities are available for self-selection by pupils as well as adult directed activities and taught carpet sessions.

### KS1 and KS2

Daily English lessons provide the pupils with opportunities to develop their speaking and listening, reading and writing skills whilst being immersed in high quality texts appropriate to the topic and age. Pupils are encouraged to self-select the level of challenge for tasks,

## **BROADHEATH PRIMARY SCHOOL**

develop their proof-reading and editing skills in order to become motivated independent learners.

## MATHEMATICS

Mathematics equips pupils with a uniquely powerful set of tools to understand and change the world. These tools include reasoning, problem solving and the ability to think in abstract ways. Mathematics is a key life skill, integral to all aspects of life which transcends cultural boundaries and its importance is universally recognised. At Broadheath Primary, we endeavour to ensure that children develop a healthy and enthusiastic attitude to mathematics which will remain with them for the rest of their lives.

The National Curriculum (updated in 2014) prescribes what must be taught in each key stage and year group. We follow the National Curriculum, using a range of resources, including the White Rose maths hub reasoning and problem solving materials. Learning objectives are adapted to meet the needs of pupils in individual classes by their class teacher.

Our pupils will develop understanding of:

Number value, including place value and where numbers fit into the number system

Number bonds, multiplication tables, doubles and halves

Mental calculation strategies

A range of formal calculation methods for all operations, increasing in formality and complexity as they progress through school

Number problems and how to recognise the operations required to solve them

The use of reasoning to explain methods using correct mathematical vocabulary

Whether an answer is reasonable and the strategies for checking such answers where appropriate

The use of measures, including metric, imperial and non-standard

How information can be presented in and interpretation, manipulation and construction of a range of graphs, diagrams, charts and tables

Spatial awareness and the properties of 2D and 3D shapes.

Maths lessons in Key Stages 1 and 2 take place daily and provide opportunities for individual, paired, group and class activities as well as exploiting cross-curricular links to other subjects. In Nursery, focussed maths activities take place once or twice a week. We set work which is challenging, motivating and encourages children to take responsibility for their own learning.

Mathematics is assessed continuously through daily observation and examination of work and informs future planning. Summative assessment is completed half termly in key stages 1 and 2 (termly in EYFS) through the use of Target Tracker and planned assessment tests. We recognise the importance of the link between home and school and encourage parental involvement through workshops and parent teacher meetings. Homework is provided weekly throughout key stages 1 and 2. Weekly maths challenges are shared with parents of children in Reception.



## SCIENCE

Science is a core subject taught across EYFS, KS1 and KS2. Science lessons are taught as a stand alone subject throughout KS1 and KS2, whereas Science threads through many different areas of learning at EYFS. All Science taught provides the foundations for understanding the world through the 3 areas of Biology, Physics and Chemistry.

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

All topics and objectives are covered during lessons with a key focus on Working Scientifically. The National Curriculum provides the objectives and 'bare bones' of the subject, then children are given the opportunities to use these facts and apply new knowledge with a wide variety of enquiry based learning activities. Children are encouraged to explain, predict, ask questions and carry out research, whilst developing a sense of excitement and curiosity about all areas of Science.

We encourage the use of the outdoors as a means of delivering and enriching scientific enquiry throughout the school.

## Computing

Our Computing curriculum equips pupils with the knowledge, understanding and skills to use information and communication technology creatively and purposefully.

Our curriculum is split into 5 different strands, Multimedia, Programming, Online Technology in our lives, E-Safety and Data. This ensures that the objectives from the National Curriculum are met throughout the school.

Embedded throughout this curriculum is the importance of E-safety. The children are taught how to become responsible, competent, confident and creative users of information and communication technology.

## Planning

### Early Years and Foundation Stage

In Nursery and Reception the children explore each of the strands within the Computing curriculum through the use of different technologies. Within Programming they use and explore a range of remote control and programmable toys (beebots) and take photographs and use microphones to record their voices within Multimedia. They begin to explore the internet and the devices that allow them to access this.

### Key Stage 1

Within Year 1 and Year 2 the children begin to gain a deeper understanding of the computer science aspect of the curriculum. Within programming the children begin to recognise how devices and on screen objects can be controlled by a sequence of actions or instructions. The children learn this through the use of the Purple Mash program 2Code that allows them to code a simple program. They begin to explore how technology is used in different ways within our lives. They explore how the internet can be used for different purposes responsibly and safely. Within the Data strand they create pictograms from asking questions and collecting information.

### Key Stage 2

The children continue to develop their knowledge of the computing curriculum. They begin to explore and evaluate the uses of multimedia through using different art programs and looking at animation and video. They continue to deepen their knowledge of programming and through the use of coding programs they begin to recognise the need for an effective algorithm to achieve a specific outcome.

Within the data strand the children move on from creating pictograms and begin to look at prepared databases and answer questions from these. The children plan and create their own databases to answer specific questions.

## Throughout the school

The importance of E-safety is embedded within all aspects of Computing . The children are taught how to be safe and responsible users of technology. They are taught E-Safety as a stand alone unit each year as well as within their learning each week.

## **BROADHEATH PRIMARY SCHOOL**

As well as a stand alone Computing lesson the children at Broadheath Primary School use computing daily to support learning across the curriculum.

DESIGN AND TECHNOLOGY

In Design and Technology, for key stages 1 and 2, there are two strands of subject content: designing and making, and cooking and nutrition. Earlier experiences of investigating objects around them, from the Early Years Foundation Curriculum are built upon.

The designing and making strand gives each individual child the opportunity to design, to create and to evaluate products. Using creativity and imagination, pupils design and make products that solve real and relevant problems, within a variety of contexts, considering their own and others' needs, wants and values. Their products made, serve a purpose.

The cooking and nutrition strand involves pupils learning how to prepare healthy and varied dishes at key stage 1 and prepare and cook dishes at key stage 2. Pupils at key stage 1 are also taught where food comes from and at key stage 2, understanding a range of cooking techniques of savoury dishes as well as knowing where and how a variety of ingredients are grown, reared, caught and processed.

Our D&T curriculum is planned through a topic based curriculum and cross curricular links are used whenever possible. Target tracker is used to assess the children's progress against the 2014 National Curriculum.

## HISTORY

Our history curriculum inspires our pupils' curiosity to know more about Britain's past and the wider world. History helps pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time. We prepare the children to ask perceptive questions, think critically, weigh evidence, select arguments and develop perspective and judgment.

### Early Years Foundation Stage

In Nursery and Reception the children learn about history through play and questioning. They see photographs of themselves as babies and talk about how they have changed, they explore stories that give a sense of time passing and people from the past, and they become familiar with language such as 'yesterday, old, past, now and then'.

### Key Stage 1

Throughout Year 1 and 2 the children develop an awareness of the past. Using stories, different types of research and a variety of questioning they learn about where the people and events they study fit on the historical timeline. They also identify similarities and differences between ways of life in different periods and learn to widen their historical vocabulary.

### Key stage 2

The children continue to develop their knowledge of British, local and world history and how they connect with the historical timeline. They learn about connections, contrasts and trends over time and further develop their use of historical terms. They continue to develop their historical enquiry skills to research relevant historical information.

## GEOGRAPHY

Geography is taught throughout school linked with topic work in each year group. We have four main areas from the National Curriculum that we focus on when planning and teaching geography.

1. Locational Knowledge
2. Place Knowledge
3. Human and Physical Geography
4. Geographical Skills and Field Work

### **Key Stage 1**

Primarily using their local area pupils begin to develop their geographical knowledge and understanding of places. A contrasting area in the United Kingdom or abroad is used to find out about the physical environment and the people who live there and how that is different to where we live. They also begin to learn about the wider world and their place in it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps, photographs and ICT.

### **Key Stage 2**

Pupils investigate a variety of people, places and environments of different scales in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions and use geographical skills and resources such as maps, atlases, aerial photographs and ICT. Through geographical study, pupils knowledge and understanding of different cultures and societies around the world is further developed. Pupils become increasingly aware of global issues and our place within the global community.

(National Curriculum for England)

## **Planning**

A topic based curriculum is planned and Cross curricular links are used whenever possible.

APPENDIX 8

ART AND DESIGN

A wide variety of opportunities and experiences are provided to stimulate children's creativity and imagination. Art is taught through a creative curriculum, using cross-curricular links. Children participate in visual, tactile and sensory experiences to develop their own responses to and understanding of the world. Activities using different media are provided to enable children to present their ideas and feelings in a variety of ways.

Children are encouraged to communicate and develop their personal responses using colour, texture, form and pattern. They gradually develop skills and knowledge, increasing their confidence to interpret, criticise and appreciate the diversity of art and design in different cultures and times.

A diverse range of artists are used to inspire children in their work, both traditional artists and current artists.

Enjoyment enriches pupils experiences in art and design, celebrating their achievements in public through display.

Planning and Assessment

Planning includes opportunities for the children to build on their prior learning, developing a range of skills. This can be in topic planning or as discrete lessons.

Target Tracker is used to assess the childrens' progress against the 2014 curriculum.

MUSIC

Music is an important part of the curriculum at Broadheath Primary. The children enjoy weekly music lessons following the Charanga Music Scheme. This is an online resource, which school pays an annual subscription for, and is an excellent tool, especially for non-specialists. The scheme uses a wide range of appealing songs, both modern and traditional, which are arranged in appropriate year groups.

The Programmes of Study from the National Curriculum are covered by Charanga as it includes all the elements required. These objectives are:

- listening to and appraising music,
- singing and using voices,
- composing music,
- exploring how music is created using the inter-related dimensions (pitch, duration, dynamics, tempo, timbre, texture, structure and notation).

Charanga also helps to forge links between home and school, since pupils have individual log-ins to access Charanga Music at home.

In addition to Charanga, we work closely with Trafford Music Service (TMS) who provide resources for schools. One initiative is Wider Opportunities which provide instrument tuition to a variety of year groups across KS1 and KS2 culminating in a concert for parents and carers to attend

Singing is an important part of musical development and weekly singing assemblies are enjoyed for each Key stage. There are two choirs, one for Infants and one for Juniors. Performances take place during assemblies and other performance opportunities are offered throughout the year.



## PHYSICAL EDUCATION

At Broadheath Primary School we strive to provide excellent PE and sports teaching for all of our pupils as we recognise the key role it plays in raising standards and narrowing achievement gaps. We strongly believe that involvement in PE and sport helps to build self-esteem and resilience, encourages teamwork and develops a number of leadership skills. We aim to ensure that within their own level of ability, all children are inspired to experience and achieve success, thereby enabling them to reach their full potential, whilst seeing a healthy, active lifestyle as an integral part of their future.

### Aims

- To be physically active and find enjoyment in physical activity.
- To acquire and develop a variety of physical skills to promote a healthy lifestyle and posture.
- To suggest how one's own performance and that of others can be improved and find a sense of achievement and fulfilment.
- To acquire knowledge and understanding of fitness and health.
- To understand the need for safe practice in physical activities for self and equipment.
- To develop spiritual, moral, social and cultural awareness through competitive and co-operative activities.

Children are encouraged to take on an active role in lessons where knowledge, skills and understanding of Dance, Games, Multi Skills, Gymnastics, Swimming (Year 4 only), Athletics and Outdoor/Adventurous activities are developed. We also offer a wide range of extra-curricular clubs throughout the year for children in every year group to further opportunities for children to be active. We run sports breakfast clubs every day from 8.00-8.55am, where we offer a number of different activities such as football, archery and dodgeball. Children participate in timetabled weekly sessions of physical activity (2 hours). Additional time during the week encourages further high quality physical activity, through the use of "Golden Time", "Wake Up, Shake Up", "5 A Day" and extra-curricular clubs.

A variety of published schemes of work are used for P.E. along with a wide range of additional resources. All equipment is stored in the PE cupboard.

MODERN FOREIGN LANGUAGES

Modern Foreign Languages (French) is taught in class, by the class teacher throughout Key Stage 2. The children are taught using the carefully structured Catherine Cheater Scheme (Golden Daffodils) which builds year upon year, on knowledge already learned. It ensures progression from year to year and class to class. This is supplemented by Early Start and 2 Simple French.

The children have the opportunity to learn basic words and phrases, building to more complex work using a variety of different teaching techniques and media. These include direct teaching, songs, action rhymes, stories, dances and a range of Computing. The emphasis is on:

Speaking  
Listening  
Reading  
Writing  
Grammar

Planning

Catherine Cheater Scheme of Work: Years 3-6. (Golden Daffodils).

Early Start 1 (Lower Key Stage 2)  
Early Start 2 (Upper Key Stage 2)

Resources

Catherine Cheater selected story books.  
Catherine Cheater songs and rhymes.  
Early Start DVD clips and activities.  
ICT based programmes e.g. 2Simple software (in all KS2 classrooms).  
BBC French story collection.  
BBC French programmes.

### EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage at Broadheath Primary School refers to the time when a child enters Nursery until the end of the Reception year. This early development and learning is a distinct phase in each child's education and should provide an essential and firm foundation for their future school life.

The Early Years Foundation Stage (EYFS):

Provides a high quality learning environment both indoors and outdoors, which is well resourced and continually updated.

Provides first hand experiences with clear explanations. All adults make appropriate interventions to extend and develop play and talk through various means of communication.

Ensures that all children feel secure, valued and confident, building self-esteem, enthusiasm for learning, knowledge, confidence in their ability to be successful learners and pride in their achievements. The curriculum is extended through trips and visitors.

Plans using the EYFS Statutory guidance through the seven areas of learning:

#### Prime Areas

Personal, Social and Health Education

Communication and Language

Physical Development

#### Specific Areas

Literacy

Mathematics

Understanding of the World

Expressive Arts and Design

The Characteristics of Effective Learning underpin everything we do and take into account the different ways which children learn and reflect on their practice. These are:

Playing and Exploring

Active Learning

Creating and Thinking Critically

Planning is taken from the children through observations and by following the children's interests. The medium term planning can be for as short or as long a time as required.

The children are observed formally and anecdotal evidence is collated about a child's achievements. Assessment in the EYFS takes the form of long and short observations and this involves the teacher and other adults as appropriate. All observations are recorded and stored on Target Tracker.

## **BROADHEATH PRIMARY SCHOOL**

No distinction is made between play and work. The curriculum builds on what children can already do and matches relevant experiences to their developmental needs. Children learn through planned play activities and staff decide when child initiated or adult led activities would provide the most effective learning opportunities.

Relevant learning and development opportunities are provided setting realistic and challenging expectations. Most children achieve the Early Learning Goals and where appropriate achieve exceeding by the end of the EYFS.

Transition opportunities take place to enable a smooth transition into Nursery and Reception where both parents and children get to meet the staff and have time to play in their new environment.

Parents are valued as the children's first and most important educators. They are made to feel welcome and involved in the education of their child. Brochures, newsletters, magical moment's books, blogs, activity and song sheets keep parents informed. The Nursery lending library encourages parents to share and read at home with their child. Experiences out of school and at home are shared in early year's celebrations and achievements. Informal discussions between EYFS practitioners and parents communicate a positive message valuing their involvement. Staff are available daily to speak to parents before and after school. Formal meetings include entry into nursery, reception, parents meetings, parents evening, and transition events.

### Personal Social and Health Education

At Broadheath Primary School our PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online.

PSHE education helps our pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities. Our pupils are already global citizens in an increasingly 'connected' world. They do not separate the 'offline world' from the 'online world' and therefore all topics are explored within the context of both.

Coverage takes account of school policies and DfE guidance documents including those relating to preventing and tackling bullying (including online bullying), safeguarding and equality.

Religious Education

Religious Education at Broadheath Primary school follows the Trafford Agreed Syllabus for Religious Education (2016-2021) and it meets all the requirements set out in that document.

This agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. In EYFS, children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. At Key stage 1 these religions are Islam and Judaism with the addition of Hinduism at Key stage 2. Furthermore, non-religious worldviews, including for example Humanism, will also be the focus for study.

As outlined in the Trafford agreed syllabus:

“The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.”

The strands of RE in the EYFS, Key stage 1 and Key stage 2 are:

Believing - Religious beliefs, teachings, sources; questions about meaning, purpose and truth

Expressing - Religious and spiritual forms of expression; questions about identity and diversity

Living - Religious practices and ways of living; questions about values and commitments

Planning

All planning follows the new Trafford Agreed Syllabus 2016. A full scheme of work has been purchased and is on the shared drive. Themes are taken from Questions such as:

Who is Christian/Muslim / Jewish and what do they believe?