



# Wycliffe CofE OUR VISION

Christian  
Values



Live life  
in all its  
fullness



Shape the  
future

British  
Values

## The Big Question



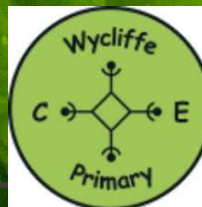
Be worldly  
wise



Express  
yourself  
and  
flourish

Diversity  
and  
equality

Personal,  
social, health  
education







# Wycliffe CofE OUR VISION

*Christian  
Values*



**Live life  
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**Be worldly  
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**The Big  
Question**



**Shape the  
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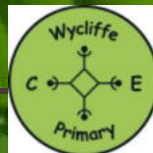
*English, reading  
music room  
art room  
theme days*

*community projects  
KS2 instrument playing, create  
church performances, shows and the theatre, young voices  
, parent collective worships  
visiting workshops*

*British  
Values*

*school council  
eco committee  
house points  
attendance awards  
house captains  
prefects, head boy  
and girl*

*Diversity and  
equality*



D. BAXTER

newsletters  
values  
homework  
reflection areas  
team leaders  
class  
representatives  
sports and  
competition  
BDAT  
nurture zone

*Personal,  
social, health  
education*

*history, enquiry, extra curricular clubs, population,  
communities, St. Paul's Church, traditions, Open  
the Book, geography, world religions, volunteers,  
French, Fairtrade Week,*





# LIVE LIFE IN ALL ITS FULLNESS

Physical Education (Indoor)  
Physical Education (Outdoor)

In this area, children will be given the opportunity to explore and engage in a variety of competitive sport and physically demanding activities. We hope to inspire them to succeed and excel in sport whilst also building on the values of fairness, respect and trust. Alongside this, the children will learn to understand the importance of living a healthy and active lifestyle, both physically and mentally.

The broad range of extra-curricular activities that school provides will also support this area of the curriculum.

## BE WORDLY

### WISE

Geography  
History  
Languages

Children will develop a fascination of the world around them through the areas of Geography, History and Languages. Geography will allow the children to explore the world, including its human and physical processes, and the formation of landscapes and environments.

In History, children will become appreciative of Britain's past and that of the wider world. They will learn about a range of influential people from a range of cultures and backgrounds. Children in Key Stage Two will learn a modern foreign language, whilst being able to listen carefully and communicate ideas in both oral and written format.

Children will become 'Worldly Wise' through an embedded understanding of the diverse world in which they live.



# SHAPE THE FUTURE

Science

Computing

Science and Computing will provide children with the tools they need to become effective citizens in their lives.

In Science, children will be provided with opportunities to work scientifically, develop their curiosity to the world around them, make predictions and analyse outcomes.

Children will be equipped to use information technology to help them become digitally literate members of society. They will understand the importance of their own digital footprint and will develop a strong awareness of cyber safety. The children will become inventors, creators, thinkers, doers and problem solvers, shaping not only their own future, but those of generations too.

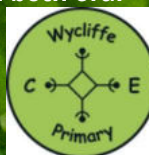
## EXPRESS YOURSELF and FLOURISH

Art & Design  
Design & Technology  
Music

These areas of learning will encourage the children to express their own individuality through a variety of creative outlets. In Art and Design, the children will become skilful painters, drawers and sculptors, whilst reflecting on the work of other artists.

Design and Technology will provide children with the tools to become innovative, creative and resourceful, whilst evaluating their own work and the work of others.

In Music, the children will listen, respond to and compose music to represent different cultures and time periods. Children will understand how music helps people express feeling and emotions.





### Intent:

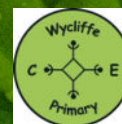
Our Curriculum has been designed to ensure each and every child can 'live life in all its fullness' by offering stimulating, **flexible** and awe-inspiring learning experiences with Christian values at its heart. It is geared to the **individual needs** of the pupils at Wycliffe, not only by focusing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by modelling the virtues given to us by Christ and by developing individual and collaborative learning experiences, a sense of responsibility and challenges that take them beyond the classroom and allowing **all parties to flourish**. We aspire to a constantly evolving, **inclusive** curriculum which responds to the needs of learners and their interests by enhancing learning experiences and raising awareness from the local area to national and global arenas. Thus, we will develop outward looking pupils who are able to **thrive** as they engage in a **life long love** of learning and have an understanding of the wider world and its complex cultures. Ultimately our curriculum is intended to:

Develop our head and **body** : What we learn.

Develop our **heart, spirit** and character: Who we are.

Develop our actions and attitudes: How we live and learn.

Develop our moral compass: Where we fit in the world.



### Implementation:

Through quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all children will be challenged, alongside being **nurtured**, to be inquisitive, compassionate, courageous and **creative** learners. They will have opportunities to influence their own learning through age appropriate and progressive themes and topics. Effective learning characteristics including being **respectful**, ambitious, reflective and imaginative will drive teaching and learning.

### Impact:

**Our children will have a confident set of skills, knowledge, norms and Christian values which can be used to get ahead in education and life more generally. In short they will feel fulfilled, will learn more, remember more, enjoy more and develop more spiritually, socially and emotionally. Thus enabling them to be ready for their next stage in education.**





Eddie made  
a 'nature  
face'!



## INTENT

At Wycliffe C of E Primary, we believe that high quality art lessons will inspire children to think innovatively and develop creative procedural understanding. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists.

The skills they introduced to are flexible and catered to individual needs. We then endeavour to ensure planned opportunities to apply these to their cross-curricular topics, allowing children to use their art skills as we nurture a period to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. It is paramount that art work be purposeful to the cohorts we teach; be this as a means of expression or to explore the styles of other artists that inspire our own work. It is made clear to pupils what the intended outcomes are and have a means to measure their own work against this. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection that celebrates successes and allows children and staff to flourish. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

## IMPLEMENTATION

The art and design curriculum at Wycliffe C of E is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage.

Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their art and design lessons suitable to their class's interests and what they want to learn. Our progression documents ensure the curriculum is fully covered and the vocabulary/skills/knowledge taught is progressive from year group to year group. When teaching art and design, teachers should follow the children's interests to ensure their learning is engaging, inclusive to individual needs and broad and balanced. A variety of teaching approaches are used based on the teacher's judgement.

Art is spectacular,  
wonderful and  
pleasant.  
I like being able to try  
new things!

Hamish Holmes



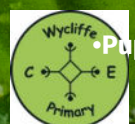
## IMPACT

Our Art Curriculum at Wycliffe C of E is high quality, well thought out and is planned to demonstrate progression and a growing love of Art as we produce it and the work of others. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the

impact of our curriculum through the following methods:

- A reflection of standards achieved against the planned outcomes.
- A celebration of learning for each term which demonstrates progression across the school.
- Pupil discussions - articulation about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.

EYFS	KS1	KS2
<ul style="list-style-type: none"> <li>Represent their own ideas, thoughts and feelings through design and technology, art, music and dance.</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of materials creatively to design and make products</li> <li>Use drawing, paintings and sculptures to develop and share ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>About great artists, architects and designers in history.</li> </ul>







## Intent

**Design Technology is taught in all year groups each term relating to a range of topics - including food. Design**

**Technology projects are designed to cater to be flexible and cater to individual needs. They are cross curricular - linking to other subjects taught. Our Design Technology curriculum has developed with appropriate subject knowledge, skills and understanding as set out in the National Curriculum. It is sequential and creative providing opportunities for children to thrive and flourish. Alongside our NC links, DT should intrinsically scaffold the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.**

## Impact

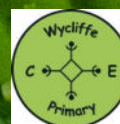
**Our Design and Technology is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress and are thriving in this area. In addition, we measure the impact of our curriculum through the following methods:**

- Children will have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum.
- Children will ultimately know more, remember more and understand more about Design Technology.
- As designers children will develop skills and attributes they can use beyond school and into adulthood.
- Assessment of children's learning in Design Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform differentiation, support and challenge required by the children.
- Design Technology is also monitored by the subject leader throughout the year in the form of book monitoring, looking at outcomes and pupil voice to discuss their learning and understanding and establish the impact of the teaching taking place.

## Implementation

We implement a clear and comprehensive scheme of work in line with the NC with inclusion and flexibility within our planning. The Design Technology National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum. Lessons and vocabulary are sequential and build up over the school year groups. Pupils design and make products that solve real and relevant problems within a variety of contexts that offer life skills within our remit. It is very cross - curricular and draws upon subject knowledge and skills within Mathematics, Science, History, Computing and Art. Children learn to take risks, be reflective, innovative, enterprising and resilient.

We deliver design and technology projects with a clear structure following the design process where each project will follow: research, design, make and evaluate. Each year group will undertake a construction topic, a textile topic and a food/drink topic. In design technology children may well be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning and children also may well be asked to work as part of a team, respectfully learning to support and help one another towards a challenging, yet rewarding goal that allows fulfilment when reached.







## IMPLEMENTATION

At Wycliffe C of E Primary, we use the 3 phase Alison Philipson approach to teaching English across the school. These are: a reading phase, a toolkit phase and a writing phase. Each phase is taught using high-quality texts, by immersing children in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met.

The children at Wycliffe C of E Primary will be exposed to a language rich, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening with real life purposes and themes. The Alison Philipson approach exposes children to a variety of genres which helps to utilise and embed the writing skills. Teachers use a writing journey to plan, structure and teach their English lessons. This journey is designed to show progress, teach the relevant year group objectives, apply and consolidate these skills and develop vocabulary. Writing is taught throughout our curriculum via the use of a quality text, which exposes the children to inference, high-level vocabulary, a range of punctuation and characterisation. Each text is purposefully selected in order to promote a love of reading, engagement and high quality writing from each child. Through a provision that allows every child to thrive we aim to instil a life-long love of English as children progress beyond the walls of Wycliffe to the wider world.

## INTENT

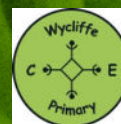
The National Curriculum for English aims to ensure that all pupils receive a high-quality education which will teach pupils to speak and write fluently. This will enable them to communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. We want every child to flourish and through promoting their voice, we facilitate working in collaboration with respect and tolerance at the fore. Staff feel it is important to highlight and be aware of the differing groups of learners and vulnerable children in their class. Once this information is acquired, teachers can plan and teach personalised English lessons which focus on the particular needs of each child as we feedback in constructive ways that move learning forward. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success. English will not only be a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of writing, reading, handwriting and phonics for all. At Wycliffe C of E, our vision is for creativity to be at the helm of our English curriculum and for children to learn new skills in a fun and engaging way.



## Impact

- Phonics skills will be promoted as taught daily across the curriculum and we will see an increase in the Phonics Screening Check results.
- Consistency across school meaning that all children have a clear understanding of the reading/prediction phase, the tools/skills they need to develop and a love of writing for different genres.
- Handwriting and presentation will improve throughout school allowing more children to achieve ARE at the end of their Key Stages.
- Marking will be thorough and precise and move children's learning forward with next steps.
- Spelling scores will improve and the use of dictionaries throughout school will promote the importance of cross curricular learning.

*Pen perfection!*







Kids Speak French



## INTENT

The intention of the French curriculum at Wycliffe C of E is that children are taught to develop an interest in learning another language in a way that is enjoyable and stimulating. We encourage children's confidence, public speaking and creative skills.

We strive to stimulate and encourage our children's curiosity about languages and allow them to flourish in new ways. We aim to help children develop an awareness for other cultures and their differences and we build our Christian Values into the geography of the wider world. We focus on embedding the necessary skills of listening, speaking, reading and writing to enable all children to use and apply their French skills and lay the foundations for a future love of language learning beyond their native tongue.

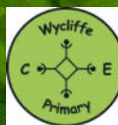
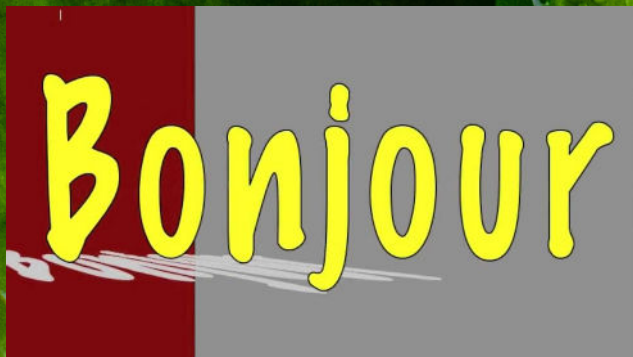
## IMPLEMENTATION

**Our MFL curriculum is designed to progressively develop children's skills in languages through regular taught lessons which are inclusive and creative. Children are encouraged and supported to develop their speaking and listening skills through conversational work and acquire growing bank of vocabulary that is sequential and built on year upon year. As the confidence and skills of the children grow, children begin to record their work through captions and sentences that have relevance to their communities and link to the world around them.**



## IMPACT

**Our MFL curriculum will ensure all children develop key language learning skills, as set out by the national curriculum, as well as a love of languages and a embedded respect of others whilst learning about other cultures alongside.**







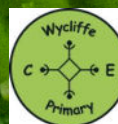
**Intent:** To fulfil the requirements of the National Curriculum for Geography whilst providing a broad, balanced, and thought-provoking scheme of learning. Our curriculum intent ensures that all children are provided with excellent learning opportunities throughout this discipline, and allows for children to gain a coherent and well-considered knowledge and understanding of key geographical concepts. This learning intent is designed to help children gain a long-lasting love of learning by exploring the world and diverse places, environments, and physical processes within it.

**Implementation:** The implementation of the Geography Curriculum follows a consistent pathway whereby teachers are provided with a medium-term plan in line with National curriculum guidelines. As part of all teacher planning responsibilities, teachers must put into place well developed, cohesive and sequential weekly lesson plan that follows their respective year-groups medium-term plans. Vocabulary is an essential part of the planning process, and this ties in closely with a core focus on reading that runs throughout all core and foundation subjects within the school. A love of learning and access to fulfil their curiosity is also developed by implementing half-termly home learning activities.

**Impact:** Our Geography Curriculum is built on quality first teaching and demonstrates progression. We measure the progress of all children based on their achievements relative to the specific learning intentions of every lesson. Additionally, the impact of the curriculum within geography lessons extends to teacher's reflections of children's understanding against the planned outcomes of each lessons. Pupil discussions with subject leads also provide vital insight into the impact of the curriculum on pupil outcomes and their curiosity within this diverse discipline.



“ The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world”  
— President Barack Obama







# Intent



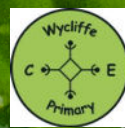
At Wycliffe C of E Primary, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking creative learning to a range of topics, children have opportunities to thrive as they learn how to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and are able to communicate historically. We provide children with the skills to be able to express themselves as they flourish in our curriculum and we endeavour to support this with the following essential characteristics to help them become worldly-wise historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past.
- The ability to think critically about history and communicate ideas confidently to a range of audiences.
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry, allowing children to express themselves and flourish.
- A respect for historical evidence and the ability to make critical use of it to support their learning,
- An understanding and appreciation for local, British and world history, as well accepting that history can help to shape the future.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
- A developing sense of curiosity about the past, to be worldly wise and explore how and why people interpret the past in different ways.

## Implementation:

Teachers are provided with a year group curriculum overview, from which inspiring and developmental lessons are planned to nurture and cater to individual needs. As part of the planning process, teachers need to plan the following:

1. A knowledge planner will be generated for each topic, which details the statutory guidelines for learning objectives and assessment.
2. A cycle of lessons for each subject, which carefully plans for progression and depth.
3. Challenge and discussion questions for pupils to apply their learning in a philosophical/open manner, allowing a broader understanding and opportunities to embed Christian and British Values.
4. Topical homework projects, allowing children to self-select their task and demonstrate their understanding of the subject.
5. Trips and visiting experts (when opportunities allow) that will enhance the learning experience and help to promote a life-long love of learning.



## Impact:



Our History Curriculum is carefully planned and demonstrates progression, using coverage from The National Curriculum. If children are meeting the Learning Intention from the lesson, they are deemed to be making good or better progress. We measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes.
- Pupil discussions and articulation about their learning.



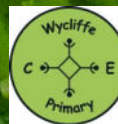


## Intent

Technology is everywhere and will play a pivotal part in our lives. Therefore, we want to model and educate our pupils on how to use technology responsibly, positively and safely, whilst developing a life-long love for computing, with which they will thrive. Through nurturing these skills, we aim for all children to flourish in becoming creators not consumers. Our vision of intent for Computing at Wycliffe is divided equally into three key strands: Information Technology, Computer Science and Digital Literacy. By embedding these three key aspects within the Computing curriculum, we hope for all children to leave Wycliffe with the Computing skills required to flourish, fulfil their potential and live life in all its fullness within an ever-growing digital age.

## Implementation

We deliver our Computing curriculum via five different areas: E-Safety and E-Sense, Multimedia, Programming, Handling Data and Technology in our Lives. At Wycliffe, we have created a scheme of work that builds on key skills in each year group. From this, we aspire to deliver a curriculum that is flexible and caters to the individual needs of our children. Computing is taught in our purpose built Computing Suite, through the use of iPads and through a variety of unplugged activities. We also actively encourage children to use their computing skills safely, with respect and dignity.



I love using 'Scratch' and editing my work!

## Impact

Through a collaborative approach, at Wycliffe we embed a sense of wonder, where children are encouraged to ask the 'why?' behind their learning, and not just the 'how?'. All of our learners are inspired to discuss, reflect and appreciate the impact that Computing has on their development, well-being and community. We promote regular discussions between staff and children to ensure we maximise their engagement. The children's progression within Computing is evidenced through our use of whole class Big Books, in which children's work is showcased, shared and celebrated.





# Mistakes Allow Thinking to Happen



## Intent:

- At Wycliffe we have high expectations for all learners and believe that all children can succeed in Maths. To enable all learners to flourish, the teaching of Maths is inclusive, flexible and geared to individual learners. Our intent is to provide a high quality mathematics education which creates a sense of curiosity, resilience and above all a life-long love and interest in Maths. We aim to ensure that all children:
- Become fluent in the fundamentals of mathematics leading to a deep understanding and the ability to recall and apply knowledge through increasingly complex problems.
  - Can reason mathematically by being able to explain and prove their findings using mathematical language.
  - Can solve problems using a step by step approach which encourages children to persevere in seeking solutions.

## Implementation:

All children are supported to access age related questions and real-life challenges that will take them beyond the classroom, with scaffolding and opportunities to work collaboratively. We use our working walls to support children's learning and have appropriate resources readily available for children to access independently.

Children are encouraged to make connections that lead to a deep understanding using:

- concrete apparatus
- pictorial representations
- diagrams
- mathematical models
- symbols
- language



## Impact:

**Our children will become fluent in the fundamentals of mathematics, developing the skills to tackle increasingly difficult problems over time and gain a conceptual understanding. They will be able to recall and apply their knowledge rapidly and accurately.**

**Through a Mastery approach, all children will develop the skills to reason mathematically, justifying and proving their arguments using mathematical language. They will learn how to solve problems by breaking them down into simpler steps and choosing the most effective mathematical models to help them seek solutions.**

**The expectation is that all children will experience all aspects of the mathematics curriculum coverage, with scaffolding to support those who progress more slowly and a challenge of rich and sophisticated problems for those who grasp concepts rapidly.**



# Music

## Intent



At Wycliffe, the intention is that children are nurtured to develop and flourish musically as they gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles traditions and music genres. Our objective is to foster a life-long love of music by developing a curiosity of the subject as well as an understanding and acceptance of the validity and importance of all types of music and an unbiased respect for the role music can play in how a person expresses themselves creatively and spiritually.

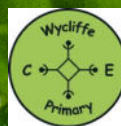
We are committed to ensuring that children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge and experience to live life in all its fullness as they involve themselves in music personally and in the wider world.



Our recorder ensemble, Saturday morning, at the Shipley Music Festival.

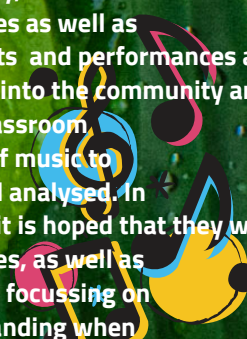
## Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength in which they can thrive, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.



## Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing Songs of Praise, various concerts, intergenerational projects and performances and the learning of instruments. This approach a 'togetherness in music' reaches into the community and across the years. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom, pupils from KS2 learn how to play an instrument. In doing so, it is hoped that they will understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.



I love how our teachers teach music! It is fun and as important as any other lesson. I really liked singing in the choir - especially at the BDAT prom in front of 500 people!

WE TOOK  
80 CHILDREN  
TO YOUNG  
VOICES!







# Intent

To have physically literate children who are confident in their sporting capacity. It is our intent at Wycliffe C of E Primary School to teach children life skills that will positively impact on their future embedded alongside our core belief in our Christian Values. We aim to deliver high-quality teaching and learning opportunities that inspire all children to thrive and succeed in physical activities as they put mind, body and spirit into all. We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values of competition with an embedded sense of fairness.

A varied curriculum is in place to support this, with activities including: dance, athletics, gymnastics, games, swimming and water safety and outdoor adventure activities.

We adhere to the aims of the national curriculum for physical education to ensure that all children:

- Develop competence to excel and flourish in a broad range of physical activities.
- Engage in competitive sports and activities, including inter-school competitions.
- Are delivered two hours of PE each week.



## Implementation



**At Wycliffe (when we can) we provide opportunities for children to engage in extra-curricular activities, during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being and a life-long love of keeping fit and healthy.**

**We teach lessons so that children:**

**Have fun and experience success in sport to nourish a life long love of this area of learning.  
Have the opportunity to participate in PE at their own level of development in a fair and respectful manner.**

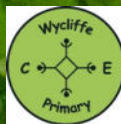
**Secure and build on a range of sequenced, progressive skills and know specific vocabulary.  
Develop confidence, tolerance and appreciation of their own and others' strengths and areas for development.**

**Understand basic rules of sports and a sense of fair play.**

**Learn in a safe environment that allows pupils and staff to flourish.**

**Experience positive competition beyond the school walls.**

**Have a foundation for lifelong love of physical activity.**



We get to try lots of different sports in P.E!



## Impact

**Our curriculum aims to improve the well-being and fitness of all children at Wycliffe C of E, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our creative lessons, pupils are taught about self-discipline and that to be successful they need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives; life in all its fullness. Triangulated moderation should illustrate that the teaching of PE is constantly improving and as a result enjoyment and positive outcomes increases as pupil thrive in this area.**





## Intent

To build a PSHE curriculum that enables children to build positive, respectful relationships with other people, assume greater responsibility and manage their own safety. The curriculum should also provide appropriate subject knowledge to support students in their understanding as they change and grow. We will endeavour to nurture their knowledge of the wider world, to enable every child to thrive as they grow older and make an active contribution to their communities.

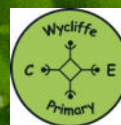
## Implementation

The school curriculum will focus on three core learning themes: health and well-being, relationships and living in the wider world. The scheme of work also includes opportunities to link British values, Spiritual, Moral, Social and Cultural (SMSC) and schools key skills into the curriculum and guidance from the Leeds Diocese. Children have access to key knowledge, language and meaning in order to understand PSHE and to use across the wider curriculum. All pupils have daily 15 minute PSHE sessions as well as an additional 30-minute weekly session. Teachers should be creative and flexible when planning these lessons and continuously reflect, to assess the individual needs in their classes in order to ensure all members can flourish.



## Impact

Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of law and Liberty. Children will achieve age related expectations across the wider curriculum and develop a life-long love for learning. Children can approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life. Children will demonstrate that they are engaged with local, national and global issues and that they have the right cultural capital to become spiritually developed and active citizens in their local community and wider world.





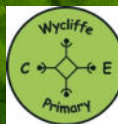


## INTENT

At Wycliffe CE Primary, we believe that it is vital for all our pupils to value and learn from and about religion, so that they can understand the world around them and live life in all its fullness. Through Religious Education, pupils develop their knowledge and appreciation of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. Through a sequenced curriculum, pupils build on previous learning experiences. We encourage our pupils to ask increasingly challenging questions about the world and to reflect on their own beliefs, values and experiences, thus facilitating the chance to flourish beyond the classroom. Our Religious Education curriculum is enhanced further with visitors and trips to places of worship in our local area and underpinned by our school's Christian Values. We use the agreed Leeds Diocese Religious Education syllabus as the basis for our curriculum with Understanding Christianity as a resource.

## IMPACT

If pupils are keeping up with the curriculum, they are deemed to be making good or better progress against planned outcomes. They will be able to articulate their deepening knowledge in conversation and through links with other curriculum topics. As they leave primary school, our children will have a confident set of skills, knowledge, norms and Christian Values to enable them to get ahead in education and life in modern Britain. In short they will learn more, remember more, reflect more, enjoy more and develop more spiritually, socially and emotionally. "Live life in all its fullness" They will have the cultural capital to become active citizens in the world with a knowledge and respect for all faiths or no faith.



## IMPLEMENTATION

Our school vision permeates everything we do and pupils have opportunities to explore their faith, no faith and other faiths and ask questions about the bigger beyond through Religious Education and emphasis on our Christian Values. We assess our lessons using I can statement throughout each cycle and then we formally assess the progress each child has made every term. The lesson plans showcase a cycle of lessons for each subject, which carefully plans for progression and depth with opportunities to dig deeper. Trips and visiting experts will enhance the learning experience. Each year group learns about other faiths via preparation for a Faith Presentation which the whole school and parents attend. Our displays reflect the celebration of learning for each term which demonstrates progression across the school. Opportunities for spiritual development will be reinforced across the curriculum via linking Big Questions to each curriculum topic and responding in reflection time as well as lesson time. All pupils will be challenged to be inquisitive, compassionate, courageous and creative learners as they journey through the progression of themes included in the Leeds Diocese Education Syllabus and Understanding Christianity resource.





# Science



## Implementation

Teachers have designed 'bespoke' year group overviews matching the National Curriculum objectives; which are also creatively linked to other subjects. From this initial starting point, engaging, challenging and thought provoking lessons can be planned and taught which are flexible for staff and pupils alike, offering a creative approach to teaching to each cohort.

**I like Science because it can be anywhere and can sneak up on you at any time.**

**Martha Wainman**



## Intent

We want Wycliffe Scientists to be the inventors of the future - who in turn shape our future.

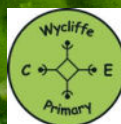
Every child has a natural spark of curiosity from where they are encouraged to express themselves. We believe this should be cherished and nurtured to encourage a love

of learning with child centred innovative research at the core of our curriculum. The skills and knowledge set out in the National Curriculum are the building blocks to

academic success and allow all pupils to flourish, but we must not forget that the best Scientists in the world WANT TO FIND NEW THINGS OUT. At Wycliffe CE Primary School,

Science is: Active, engaging and challenging Fun, interactive and inspirational Practical, well-resourced and recorded in a variety of ways

A fine balance of knowledge-based and investigative approaches Responsive to the children's needs and interests Exploratory and deepens children's understanding Taught by teachers who are confident with the objectives and supported by the subject leader.



**I loved learning about floating and sinking so I could design my own pirate ship.**  
**Emily Gwynn**

## Impact

**At Wycliffe, there will be a buzz about Science... Children will constantly question why or how things happen, investigate using the scientific method and report findings with accuracy and enthusiasm. Children will not only acquire the appropriate age-related knowledge linked to the Science curriculum, but also the skills to equip them to build on their prior understanding and apply it to science in everyday life....and into the wider world. Children will have high aspirations as the Scientists of the future. They will be enthusiastic to study concepts at a deeper level and become experts in their field. The use of scientific vocabulary to enable articulation of their understanding of taught concepts will be an integral aspect of every lesson. Teachers will use formative and summative assessments to ensure children's individual progress and use this to inform future planning.**