

# Curriculum Policy



## Thorn Grove Primary School

Approved by the Governing Body on:		21st March 2024
<i>L. Vose</i> Headteacher	<i>T. Buckley</i> Chair of Governors	
Next review due by:		March 2025

# Contents

<b>Overview</b>	<b>1</b>
<b>Aims</b>	<b>2</b>
<b>Curriculum planning</b>	<b>2</b>
<b>Teaching and learning style</b>	<b>3</b>
<b>Enhancing the curriculum</b>	<b>3</b>
<b>Individual Subject Areas</b>	<b>4</b>
<b>English</b>	<b>4</b>
Oracy	4
Reading	4
Writing	5
<b>Mathematics</b>	<b>6</b>
<b>Science</b>	<b>6</b>
<b>History</b>	<b>7</b>
<b>Geography</b>	<b>7</b>
<b>Computing</b>	<b>7</b>
<b>PSHE and wellbeing</b>	<b>8</b>
<b>MFL</b>	<b>8</b>
<b>Art</b>	<b>8</b>
<b>Design and Technology</b>	<b>9</b>
<b>Music</b>	<b>9</b>
<b>PE and Sport</b>	<b>10</b>
<b>RE</b>	<b>10</b>

## Overview

At Thorn Grove, our curriculum is designed with a clear intent to provide our pupils with a broad and balanced education that not only meets the requirements of the National Curriculum but develops well rounded individuals, prepared with the skills needed to thrive in the wider world.

Our curriculum intent is centred around three key principles:

1. **High Aspirations:** We have high expectations for all our pupils, and our curriculum is designed to foster a love for learning, develop intellectual curiosity, and encourage pupils to aim for personal excellence.
2. **Meaningful Learning:** We believe that learning should be purposeful and relevant to pupils' lives. Our curriculum is carefully planned to ensure that it is engaging, inclusive, and reflects the diversity of our school community.
3. **Personal Development:** We are committed to supporting the holistic development of our pupils, promoting their personal, social, moral, spiritual, and cultural development, as well as their physical and mental well-being.

Our curriculum provides a range of learning experiences across a wide range of subjects. We follow the National Curriculum, ensuring coverage of all subject areas, and we integrate independent thinking, problem-solving, and critical analysis skills throughout.

Our learning begins with a child centred, holistic approach to early years teaching. Its aim is to provide a strong foundation for pupils' future learning and development as confident, enthusiastic and independent learners.

The curriculum takes into account the individual's needs and interests and is flexible to support different learning styles and experiences. Play is essential in our early years setting providing a purposeful context for learning, encouraging active engagement. The importance of reading and immersion in quality texts as a vehicle for topic-based learning plays a vital role in our practice.

Every subject in our curriculum has a clear learning progression, allowing pupils to build on their knowledge and skills incrementally. We ensure that prior learning is reviewed, and connections are made to new concepts, ensuring a seamless and cohesive educational experience.

We actively promote cross-curricular links to enhance the learning experiences of our students. By making connections between subjects, we help our pupils see the relevance and application of their learning across different aspects of their education and daily lives.

Our curriculum encompasses a range of enriching experiences, including educational visits, guest speakers, and practical hands-on learning. These opportunities enable pupils to develop their understanding beyond the classroom, fostering a deeper engagement with the subjects they study.

We have a strong commitment to inclusion and ensure that our curriculum is accessible to all pupils, regardless of their background, ability, or individual needs. We provide appropriate support and adaptive teaching strategies to ensure that all learners can access and make the best progress in their learning.

Our curriculum embraces the cultural diversity of our school community and the wider world. We celebrate different cultures, traditions, and perspectives, ensuring that our pupils develop an understanding and appreciation of the multicultural and ever developing society in which they live.

We employ a range of formative and summative assessment strategies to gather evidence of pupils' progress and inform our teaching. Regular teacher assessment is used to provide constructive feedback that supports pupils in their learning, enabling them to understand their next steps and set ambitious targets.

## Aims

At Thorn Grove, our balanced, broad and creative curriculum will:

- Give children real life skills that enable them to go out into the world
- Be focussed on our local area and community
- Be Inspirational and engaging
- Provide exposure to opportunities that develop skills and knowledge that can be transferred to a range of situations
- Grow life-long learners
- Teach children how to learn through the development of keen, enquiring minds
- Give children the opportunity to be creative
- Help children develop physically and learn how being active and healthy can be beneficial.

## Curriculum planning

Our curriculum is designed to be coherent, progressive, and responsive to the needs and interests of our pupils. We carefully map out the knowledge, skills, and concepts that need to be taught in each year group, ensuring a logical progression from the Early Years Foundation Stage to Key Stage 2. We consider the school's context, local community, and national requirements, such as the National Curriculum, when designing our curriculum.

Our curriculum planning is focused on providing opportunities for deep learning and intellectual challenge. We ensure that subjects are taught in sufficient depth so that pupils can master essential knowledge and skills, making connections within their learning. Real-life contexts, problem-solving activities, and opportunities for critical thinking are integrated into our teaching to engage pupils in meaningful learning experiences.

We aim to develop pupils' cultural capital and promote a sense of global citizenship. We provide opportunities for pupils to explore their own cultural heritage while also developing an understanding and appreciation of the diverse cultures, histories, and traditions within and beyond the United Kingdom. Our curriculum includes activities that promote equality, diversity, and tolerance, fostering empathy and respect for others with an understanding of the protected characteristics.

The impact of our curriculum planning is evident in the achievements and personal development of our pupils. By following our intent and implementing our well-designed curriculum, we see a range of positive outcomes:

1. **Attainment and Progress:** Our pupils make good progress in their learning across all subject areas, achieving academic success in line with national expectations or beyond.
2. **Confidence and Resilience:** Pupils develop a positive attitude towards learning, gaining confidence in their abilities and showing resilience when faced with challenges.
3. **High Aspirations:** Our curriculum instils high aspirations in pupils, helping them develop ambitions for their future education and careers.
4. **Personal Development:** Pupils exhibit strong personal, social, moral, spiritual, and cultural development, demonstrating respect for others, and valuing diversity.
5. **Engagement and Enjoyment:** Pupils are engaged, motivated, and enthusiastic about their learning, fostering a lifelong love for education.

## Teaching and learning style

The intent of teaching and learning at TGPS is to provide a curriculum that is ambitious, broad, and coherent, enabling all pupils to acquire knowledge, develop skills, and cultivate positive relationships. It centres on ensuring that pupils become well-rounded individuals who are intellectually curious, resilient, and prepared for their futures.

An ambitious curriculum that offers a variety of subjects, allows pupils to explore and develop a wide range of knowledge and skills. Our curriculum is sequenced coherently, building upon prior learning and enabling deeper understanding in both core and non-core subjects.

We have high expectations for all pupils, regardless of our learner's starting points. We promote inclusivity by providing appropriate support and challenge to meet the needs of individuals, including those with special educational needs or disabilities (SEND), disadvantaged backgrounds, or English as an additional language (EAL).

Outstanding teaching should be grounded in evidence-based practices and tailored to the needs of the pupils. We strive to achieve the following:

Teaching staff adapt their teaching methods and resources to meet individual needs, facilitating personalised learning experiences. Adaptive teaching addresses the varying abilities, interests, and learning styles of pupils, promoting challenge and supporting progress for all.

The use of varied and stimulating teaching methods, including interactive discussions, practical activities, group work, and role-play through DEAL and other strategies is employed. This promotes active engagement, fosters critical thinking skills, and encourages pupils to take ownership of their learning.

Formative assessment opportunities are used to evaluate pupils' progress and identify areas for improvement. Feedback is specific, focuses on next steps, and opportunities for self-assessment and reflection are provided. Pupils are actively encouraged to take ownership of their learning goals.

## Enhancing the curriculum

From Nursery through to Year 6, we are committed to going beyond the classroom curriculum in order to enhance our students' education and experiences. We achieve this through:

**Visitors:** We invite a range of professionals, including artists, craftspeople, actors, and musicians, to come and engage with our students. These visits provide valuable insights and inspiration, broadening their horizons and fostering creativity.

**Utilising the School Grounds and Wider Environment:** We make the most of our school grounds, local area, and the wider environment to offer unique learning experiences such as Forest School sessions. Through outdoor activities and exploration, students can apply their knowledge in real-life contexts, making learning more authentic and engaging.

**Educational Visits:** We organise educational trips to enrich students' understanding of various subjects. These visits provide valuable first-hand experiences and allow our students to learn beyond the confines of the classroom.

**Parental Support:** We actively seek the involvement of parents in our students' learning journey. We understand the significance of their support and collaboration, as it enhances the overall educational experience. In EYFS this results in half termly 'Stay and Play' sessions where teachers model strategies and activities to promote learning at home. Parents also support our planning process through the secret envelopes sent each half term.

**Theatre/musical Performances:** We currently work with Stockport Music Service and attend various vocal and instrumental performances. These performances not only entertain but also educate, exposing our students to different forms of artistic expression.

**Extra-curricular Clubs and Sports Partnerships:** We offer a diverse range of extra-curricular clubs and sports partnerships in collaboration with local providers. These activities foster teamwork, encourage physical fitness, and provide additional opportunities for personal growth and development.

# Individual Subject Areas

## English

### Oracy

Oracy is developed as an integral part of our learning in all subjects.

We embed oracy skills within every subject area, enabling students to apply them across the curriculum.

Explicit teaching and modelling of effective speaking and listening techniques allows our students to engage in regular high-quality discussions, debates, and presentations.

We aim to foster collaborative learning experiences that encourage students to work together and communicate effectively, employing a range of resources and technologies to enhance oracy development.

Talk partners, a system which is used in each class through school, enables children to practise talk and dialogue for learning. We use drama and roleplay strategies through Stockport's DEAL (Drama Engagement Active Learning) to explore different types of talk.

Our current 'Talk for Writing' curriculum encourages children to recall, summarise and retell stories as well as developing in-depth knowledge of fiction and non-fiction writing.

### Reading

At Thorn Grove Primary School, our goal is to ensure that every child becomes a proficient reader as early as possible. We achieve this through the implementation of the Read, Write Inc. phonics programme, which is rigorously delivered to children from the summer term in nursery until they successfully complete the programme.

For those children who face challenges in learning to read, we promptly identify them and provide them with early intervention support.

From year 2 onwards, reading classes are conducted for the entire class, focusing on the following essential skills:

- Word reading: decoding, mastering common exception words, and building fluency
- Comprehension: comparing, contrasting, and commenting on texts
- Vocabulary and author's choice: analysing word choices and understanding their impact
- Inference and prediction: making educated guesses and drawing conclusions
- Poetry and performance: exploring and appreciating poetry, developing performance skills
- Using non-fiction texts: comprehending and analysing information from non-fiction materials

Our reading lessons adopt a tailored structure, following a 4-day timetable. We carefully select literature that aligns with our curriculum or school values to ensure maximum relevance and engagement.

Moreover, we prioritise the promotion of reading for pleasure by dedicating protected whole class reading sessions. These sessions incorporate high-quality texts that are specially chosen to inspire a love of reading.

We strongly believe that reading extends beyond the classroom, which is why pupils have access to excellent 'Book Bag' books that are specifically matched to our SSP (Systematic Synthetic Phonics) programme, as well as a range of banded books, throughout KS2.

To further nurture a reading culture, we have recently established a well-stocked library comprising a diverse collection of fiction and non-fiction titles. We also organise reading events such as World Book Day and Book Fairs to celebrate literature and encourage participation.

Each child is encouraged to select a "reading for pleasure" book alongside their banded book, and we actively encourage them to share these books with their families for mutual enjoyment.

At Thorn Grove, our dedicated staff members genuinely understand the significance reading has on a child's future success. Hence, every classroom is equipped with a well-stocked reading corner, providing students with continual opportunities to cultivate their love for books and develop the lifelong skill of reading.

## Writing

The journey of writing begins the moment a child enters Thorn Grove in the early years foundation stage. We strive to provide all children with opportunities to explore mark making and early writing skills. In EYFS, Narrative Immersion is the vehicle used to encourage a love of reading and writing.

The writing process in our classroom follows a structured and effective approach that enables children to develop their writing skills. This approach consists of three key phases: Imitation, Innovation, and Independent Application.

In the first phase, Imitation, children are encouraged to become familiar with high-quality texts by reading and analysing them as readers and writers. Texts are shared with the children, and various techniques such as story maps and boxing up are employed to help them understand and internalise the patterns of language used. Each lesson begins with Warm Up Words, which enhances grammar, spelling, and toolkit skills. Additionally, starting from Year 2, children use magpie books to create word banks that support vocabulary development.

The second phase, Innovation, involves using class toolkits and other resources to modify the model texts and allows children to independently experiment with text structure and composition. Throughout this phase, children practise writing regularly, and they receive feedback to support their progress.

In the final phase, Independent Application, children have the opportunity to write their own version of the studied text. They recall the tools and techniques taught in the previous phases to write independently.

Moreover, during each term, the children are given the chance to "invent" by choosing their own style and type of writing based on a given stimulus.

Throughout the 'Talk for Writing' process, children participate in shared, guided, and independent writing at different stages, depending on their confidence and understanding of various text types and toolkits.

Our school environment promotes and celebrates writing through attractive and purposeful displays and encourages the publication of work. Each classroom has an English Working Wall, which is linked to the current unit of work. Furthermore, opportunities for writing are integrated throughout the curriculum making connections with other areas of learning.

At our school, we prioritise the development of vocabulary skills. We place particular emphasis on Tier 2 vocabulary from our model texts, teaching these words explicitly to the children. This equips them with the confidence and ability to incorporate richer language into their own writing. Our commitment to vocabulary development ensures that children have access to a wide range of vocabulary beyond their everyday conversations.

## Mathematics

The intent of TGPS's mastery maths approach is to provide all students with a solid foundation in mathematical understanding, automaticity, fluency, reasoning, and problem-solving skills. Our school aims to foster a deep understanding of mathematical concepts, enabling students to apply their knowledge confidently in real-life situations. The intent is to ensure that students not only achieve high academic standards but also develop a positive attitude towards mathematics and a growth mindset when faced with challenges.

We develop students' mathematical thinking skills through a structured curriculum that promotes problem-solving, logical reasoning, and critical thinking. Students are encouraged to make connections between different mathematical concepts and apply their learning in different ways.

To ensure high-quality teaching and learning of mathematics, we employ a range of strategies. Clear and coherent lesson planning, with explicit learning objectives and success criteria allow teachers to build on previous conceptual understanding.

Effective use of manipulatives, such as concrete objects, pictorial representations, and digital tools are essential in our CPA approach to mastery alongside encouraging active participation, questioning, and dialogue to deepen understanding and develop reasoning skills.

Whole-class teaching, targeted interventions, and guided group work, with effective use of adult support, cater to the needs of all learners with adaptive practice underpinning all learning.

We currently use White Rose Maths small steps approach to create a planned and sequenced curriculum aligned with the national curriculum objectives. The curriculum provides a clear progression of mathematical concepts, built upon prior knowledge, enabling students to develop a deeper understanding of topics. Concepts are introduced and revisited during the academic year to ensure continuity and consolidation of learning.

We aim to integrate mathematical learning across the curriculum, where appropriate, to enhance cross-curricular links and deepen understanding of mathematical skills and reasoning. We provide opportunities for pupils to engage with real-life problem-solving scenarios and apply their knowledge in practical contexts.

Our work with the North West Maths Hub has enabled us to reach Y2 of our maths mastery journey and in the 'development' stage, we are refining our practice through the use of representations and structures.

## Science

We have followed the statutory National Curriculum documentation to ensure a connected and progressive science teaching journey from Early Years Foundation Stage to Year 6. A key objective is to cultivate a rich vocabulary among our students, which is taught and reinforced as topics are revisited throughout different year groups within the key stages. We ensure that quick quizzes, that integrate prior learning, run consistently throughout a science topic. This practice guarantees that children continuously revisit relevant vocabulary, equipping them with the confidence to fluently employ scientific terminology within science and other subject areas. In Year 5 children benefit from our partnership with Cheadle Hulme School and take part in 3 enriching science workshops using a Science Specialist.

Additionally, our students frequently engage in scientific inquiry, honing their skills as budding scientists. We place particular emphasis on the five main areas of scientific investigation, encouraging our students to plan, execute, and evaluate experiments regularly, while also incorporating essential scientific concepts and knowledge.

We believe that our children gain a lot from these experiences and they develop a sense of pride in themselves, their school and their community. Our science curriculum enables children to develop skills including cooperation and problem solving and gives them the chance to explore science in ways which are meaningful and relevant to them. We stimulate children's natural curiosity and nurture their understanding of the implications and applications of science in our current society, as well as its relevance for the future.



## History

The aim of history teaching at Thorn Grove Primary School is to ignite children's interest and deepen their understanding of the lives of people who lived in the past. Our history curriculum has been thoughtfully designed to be purposeful and inclusive for our children. We have used the objectives from the National Curriculum and crafted a progressive, cohesive, and interconnected curriculum.

We teach children about chronology, which helps them develop a sense of identity and a cultural understanding rooted in their historical heritage. Our aim is to establish a link between children and their local surroundings, enabling them to develop a sense of place and an understanding of how local heritage aligns with the national narrative.

By exploring how people lived in the past, children will learn to appreciate their own and other people's cultures in modern multicultural Britain. This exploration empowers them to make well-informed decisions in their own lives today.

We equip children with the ability to comprehend how past events have shaped our present and guide them in investigating these events. In doing so, they develop essential skills such as inquiry, analysis, interpretation, and problem-solving.

To bring history to life, we organise trips to historical sites within our local area. We also invite experts to our school to augment our curriculum, ensuring our children receive a well-rounded education. Additionally, we dedicate specific periods throughout the year to commemorate national anniversaries and explore key historical events.

## Geography

At Thorn Grove, we believe that Geography provides an essential platform for understanding the world we live in, its people, places, and environments.

Our curriculum is designed to foster curiosity, critical thinking, and contextual understanding. We strive to develop geographers who are knowledgeable, independent thinkers, and who can confidently engage with the challenges and opportunities of the 21st century. It develops a progressive understanding of locational and place knowledge, human and physical geography and fieldwork skills.

We aim to instil a sense of wonder, curiosity, and fascination about the world and its diverse environments whilst deepening students' understanding of the physical and human processes that shape the Earth.

As an ever changing school community, we develop students' awareness and appreciation of the diverse cultures, places, and perspectives across the world.

We recognise the importance of fostering a sense of responsibility and stewardship towards the environment, both locally and globally and make links across the curriculum to environmental themes.

## Computing

The intent of computing in our primary school is to provide all students with a high-quality, broad, and balanced computing curriculum that equips them with the knowledge and skills needed to thrive in a digital world. Our intention is to cultivate learners who are curious, creative, and confident in their use of technology, fostering an understanding of computational thinking and its application in solving problems.

Our computing curriculum is designed to meet the statutory requirements set out in the National Curriculum for computing, while also seeking to develop a deep understanding of the subject matter. We aim to inspire and engage our pupils through a curriculum that is relevant, progressive, and responsive to the rapidly evolving digital landscape.

Our computing curriculum is carefully designed, sequenced, and planned to ensure progression, fluency, and confidence in technology. It incorporates the three main strands of the National Curriculum for computing: computer science, information technology, and digital literacy. We use Rising Stars: Switched On, 1Decision's online safety sessions and a digital literacy unit based on the work of Adrian Bethune.

## PSHE and wellbeing

The aim of the PSHE and Wellbeing curriculum is to promote the holistic development and well-being of all our students. Our curriculum has been thoughtfully designed, sequenced, and planned using the resources from 'Think Equal' for Early Years Foundation Stage (EYFS), 'One Decision' for Key Stage 1 (KS1) and Key Stage 2 (KS2), and the work of Adrian Bethune in 'Wellbeing in the Primary Classroom'. Throughout the year, each class focuses on fostering teamwork by developing a class tribe.

Our curriculum provides opportunities for age-appropriate reflections that can be applied to real-life situations. Our aim is to create a supportive learning environment that encourages open discussions, resilience, respect for diverse viewpoints, and equips children with the necessary tools to manage their own well-being in real-life scenarios.

Regular feedback and self-reflection are facilitated through emotional toolkits, class discussions, drama exercises, and reflection sheets linked to our key questions. These methods help our staff monitor and identify areas for further development.

Our SRE learning ensures that children receive accurate and age-appropriate information, develop healthy relationships, and acquire the skills necessary to make informed decisions about their well-being. Through discussion, we foster a safe and inclusive learning environment, promoting mutual respect, empathy, and understanding. The resources used promote positive body image, self-esteem, and resilience amongst children.

## MFL

The intent of teaching French at TGPS is to foster a love for languages and develop the foundations for effective communication. We aim to provide our children with cultural knowledge and an understanding of the international community, promoting a sense of global citizenship.

We have a well-structured and coherent French curriculum, developed in line with the National Curriculum requirements and taking into account the cultural aspects of the French-speaking world. The curriculum is well-sequenced, ensuring progression and the development of pupils' linguistic skills over time.

The design and planning of the curriculum reflect a balanced approach, encompassing listening, speaking, reading, and writing skills. It will include authentic materials, cultural activities, and opportunities for real-life communication in French.

We have access to high-quality resources, including textbooks, multimedia materials, and online tools, to support effective teaching and learning. We currently use Twinkl Languages to plan and deliver our French lessons in KS2

## Art

The intent of Art and Design at Thorn Grove is to foster creativity, provide meaningful learning experiences, and provide an outlet for pupils to express themselves.

It aims to develop pupils' art skills, imagination, and critical thinking abilities, ensuring that they become confident and independent artists.

Through a well-structured progressive art curriculum, pupils will explore different art forms, such as drawing, painting and mixed media, sculpture and 3D, craft and design; promote cultural appreciation by learning about diverse artists (famous and local), and engage in cross-curricular activities to deepen their understanding of the world around them.

The pupils use sketchbooks to play, develop and experiment. Planning will incorporate opportunities for pupils to explore, refine, and develop their own artistic ideas. Sketchbooks will allow pupils to go on their own journeys, take creative risks and make their own choices about what and how they explore, and so build confidence by being able to "think out loud", albeit in private.

## Design and Technology

The purpose of Design and Technology from the National Curriculum is thoroughly integrated into our curriculum at Thorn Grove. Our approach focuses on evaluating existing products, developing skills, and designing and making for real and meaningful problems. We also emphasise the importance of considering the needs of the user, embracing risk-taking, being resourceful, and promoting innovation.

Our curriculum is well-structured and coherent, and we are proud to have the support of The Design Technology Association's 'Projects on a Page'. This ensures that our teaching is aligned with best practice. We link our projects to other curriculum areas, where appropriate to deepen learning and make purposeful connections.

Throughout the year, classes dedicate time to teaching three units of Design and Technology. These units are sometimes taught weekly, but on occasions, they are delivered as a block of lessons over a few days, depending on the nature of the unit. The selection of units takes into careful consideration the progression of Design Technology skills as children progress through the school. To reinforce learning, we also revisit skills to consolidate and build upon them.

Our primary aim is to empower our children as designers. Each unit of work guides them through the iterative process, starting with evaluating existing products, acquiring key skills, and culminating in the design, creation, and evaluation of their own projects.

We ensure that the children's work is properly documented in their Design and Technology books, supplemented with photographs to showcase the practical aspects of their projects.

## Music

Through the study of music and the creation of a cohesive curriculum that enables children to discuss musical preferences, evoke emotional responses and develop a balance of knowledge and skills, we intend to encourage children to understand the important effect and influence music has on the world around them.

Our music curriculum offer will encourage children to see themselves as musicians, whatever level of experience and knowledge they have. The curriculum will focus on developing the skills, knowledge and understanding to enable learners to become confident in all strands of musical learning (composing, performing, listening and music in a wider context). Children will be able to develop their singing and instrumental skills.

The scheme we use to drive our teaching and learning (Kapow Music) supports the DfE suggested Model Music Curriculum (2021) model for teaching and learning through focusing on the following areas:

- performing
- listening
- composing
- history of music
- interrelated dimensions of music

## PE and Sport

Through our engaging, broad, and balanced Physical Education (PE) curriculum, our school aims to inspire children to explore new sports, games, and activities, thereby encouraging them to lead healthy and active lifestyles.

We recognise the importance of children mastering fundamental movement skills and physical literacy during their time in primary school. To achieve this, we plan two hour-long PE sessions per week, delivered by a combination of our experienced teaching staff and externally trained coaches, ensuring that all children are appropriately challenged.

Our curriculum not only focuses on fundamental movement skills, but also enables children to apply these skills across a range of sporting activities. This approach helps them develop game-based skills, such as attacking and defending, within a sporting context.

Additionally, during Key Stage 2, our children attend swimming lessons with the aim of fostering confidence in the water and achieving competence in swimming. We recognise swimming as a vital life skill, aligning with the national curriculum statement on swimming proficiency.

To further develop their skills, we offer extracurricular clubs and events. These activities serve as valuable opportunities for children to enhance their physical abilities. We value cooperation and the development of social skills. We strive to provide children with chances to engage in both non-competitive and competitive sports. These experiences allow them to adapt and grow within different sporting environments, fostering the development of their interpersonal abilities.

## RE

The aim of Religious Education (RE) at Thorn Grove is to provide a curriculum that promotes equal respect for different religions and non-religious worldviews, including Humanism.

Our core purpose is to ensure that RE is a subject, that for all pupils, fosters respect for all beliefs and exposes children to a diversity of faiths and belief systems.

We follow a thematic approach in our lessons, with a clear focus for each term. The initial theme is believing. In each year, students study a unit that explores this theme, delving into various religious beliefs and teachings from different sources.

Our units of work raise important questions about the meaning, purpose, and truth within different faiths. In the Spring term, the focus shifts to expressing, as children are encouraged to discuss various forms of religious and spiritual expression. They are prompted to reflect on questions of identity, diversity, and the motivating factors behind people's beliefs.

The final theme is living. During this period, students examine religious practices and different ways of living. Teachers guide them to investigate values and commitments found within various faiths.

In addition to this, the RE curriculum also includes the celebration of significant festivals across a broad range of faiths. Visitors and speakers give the children firsthand knowledge and experiences of different religions and their practices.

This approach fosters an inclusive and respectful culture at Thorn Grove, promoting respect, empathy, and tolerance towards others with different religious or non-religious worldviews.