

Our vision: Templars, a place where everyone belongs. A place where everyone is proud to belong. A school where everyone is welcomed, feels safe and strives to achieve their full potential.


Our mission: Every child, Every day, Every chance.

Our values: Care, Respect and Honesty.

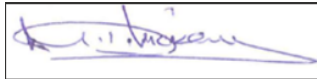
Document Control

<u>Item</u>	<u>Detail</u>
Policy Author	Curriculum Lead
Policy Owner	Curriculum Lead
Approval	Governing Board
Review Cycle	Bi-Annual
Next Review Due	Autumn 2027 (or sooner if necessary)

Signatures

<u>Role</u>	<u>Name</u>	<u>Signature</u>	<u>Date</u>
Headteacher	Helen Benarous		24.9.25

Chair of Governors Martin Vickery



Distribution

- Available on the school website
- Available from the school office on request
- Shared with staff on Sharepoint

Curriculum Intent

We want our children to know how it feels to belong.

We want them to belong to Templars Primary School, to belong to their community and belong to the wider world of opportunity. The Templars' Tailored Curriculum has been carefully crafted to make our school a place of belonging - complementary to our commitments to rigorous safeguarding, restorative behaviour practices and to our core values of care, respect and honesty.

Welcomed into our place of learning, our pupils can feel confident that they will belong, fit in and are safe in their identity. Our curriculum takes every opportunity to relate firstly to their immediate locality of Tile Hill and Coventry. Every child, every day will take every chance to ask "How does what and who I am learning about, relate to me and where I belong?" Through subject disciplines, children learn that they are part of wider communities – of authors, geographers, historians and engineers, of mathematicians, linguists and scientists - all selected to provide the diversity to inspire every child. As each child makes progress through the curriculum the geographical lens widens to explore the wider world of boundless promise and opportunity.

Carefully selected teaching pedagogy ensures that all children, regardless of their differences, know that Templars is the place where they can contribute, where they can be heard, where they belong; Every child, every day, every chance.

Our school aims and the aims of The Templars' Tailored Curriculum are one and the same:

- We want our children...to think and to wonder

We aim to provide a curriculum that has been especially created for our own children. It will be relevant, progressive, cohesive and exciting.

- We want our children...to be able to enjoy being with different kinds of people

We aim to promote equal opportunities for all children.

- We want our children...to be kinder, fairer, braver and better people

- *We aim to encourage self-discipline, self-esteem and self-motivation so that our pupils can grow to become valuable members of society*

- We want our children...to be healthy, happy and safe at school

We aim to provide a safe, warm and friendly atmosphere for all who learn and work within it and for visitors.

Curriculum Implementation

It is our mission to harness the innate talents of our children, take them beyond their everyday experiences and give them the empowering knowledge that unlocks doors, providing a foundation for future success, reaching deep understanding and creativity. The Templars Tailored Curriculum is a knowledge led curriculum.

Early Years

The purpose of Templars' Early Years Provision is to provide the opportunity to socialise and experience the world; gaining and refining instinctive primary knowledge - language, movement, social and emotional awareness, empathy and in general the universal abilities that all human beings learn as social animals, whenever and wherever they are in the world.

At Templars, the youngest children are able to lead their own learning through a child-led curriculum because we believe they naturally know where they are, better than anyone else. Primary knowledge will naturally evolve in our environment that permits exploration, play and social interactions.

Reaching a 'good level of development' at the end of reception is when children have had enough exposure to play, talk and interactions with others and the environment for them to begin to flourish.

Important knowledge such as early reading (phonemic awareness), number and writing skills are introduced as small chunks of instructional learning throughout the day, in small groups to allow for children to access their learning at their own pace and ability.

See our EYFS policy for more information on how our early years' curriculum is delivered.

KS1 and KS2

The knowledge attained in Early Years continues to be refined into adulthood and therefore at Templars the school environment and teaching methods for our older children ensure there are still many opportunities for exploration, play and social interactions. Scientific enquiry skills are utilised in all curriculum areas, residential trips and visits enhance children's experiences and all children regularly experience a quality Forest School exploration with a qualified teacher;

Facts and knowledge are hard work to learn! Successful learning comes from enhanced concentration skills and the learning behaviours which are taught at Templars during termly Learning to Learn weeks are constantly reinforced through Templars Language for Learning with the aim that children will become active, independent learners. At Templars, the working day is punctuated by movement breaks and purposeful activities such as The Daily Mile and Yoga in order to make knowledge based lessons more effective, encourage activity and to protect our children's mental and physical health.

The Curriculum Intent Documents, created by all stakeholders and quality controlled by Subject Coordinators and SLT Curriculum Leads provide extremely detailed subject specific knowledge expectations. Each document details why the subject is important and what skills are required to become an expert. At the heart of these documents are the statements created by the Junior Leadership Team so that pupils can comfortably locate their thematic learning, adding to their schemata for subject disciplines. Subject coordinators use the fundamental ideas from the National Curriculum documents to create the 'Big Ideas' for each subject area. These Big Ideas create the vertical links between themes and year groups integral to our curriculum. Because our curriculum is delivered thematically we have the freedom to 'come off topic' for whole school or national initiatives such as Science Week and World Book Day. Documents with details of each theme for each year group can be found on the website.

Each theme is implemented through a set of **Curriculum Relentless Routines** which are outlined below:

- A 'Knowledge Harvest' to inform planning and ignite prior learning.
- A 'Spark Day' – time taken off timetable to be involved in something special and different that will enthuse learners at the beginning of the theme. These can include, for example, dressing up as a famous person, visits to the Sea Life Centre, tasting foods from around the world, or recreating the Amazon rainforest in the classroom!
- A relevant trip, visitor or experience to enhance learning and to relate learning to future employment opportunities wherever possible.

- A 'Boost Day' following a half term to reignite enthusiasm and gather ideas, questions and lines of enquiry, allowing students the capacity and freedom to become architects of their own intentional curriculum choices
- A 'Be Our Guest' event to involve the rest of the school and once a year the wider community in learning and showcase the knowledge, skills and understanding gained

We offer an extensive range of free clubs including a comprehensive range of sporting activities – football, cricket, tennis, swimming, rugby, netball, rounders, athletics, dance. We also offer Musical Theatre, Coding, Cookery, STEM, Young Engineers, Nature Study, Crafts, Art, Chess, Polish and many more. Children are canvassed to ensure that the school provides an appealing choice of clubs. We want all children to have had the experience of belonging to a club.

Personal, Social and Health Education, Social, Moral, Spiritual and Cultural Development and British Values are both subjects and an ethos, reflected in our school motto 'Every Child, Every Day, Every Chance and in our school values of respect, care and honesty. Children are growing up in a world that is constantly changing and it is crucial that we teach them how to navigate through life safely, happily and healthily. We feel this is the duty of all the staff at school in partnership with the parents. We teach children about relationships, emotions, reproduction and health, as well as transferable skills to help with life. We consistently promote British values. Templars teaches personal development in a wide range of ways throughout the children's school lives. For example:

- It is taught both in discrete lessons and intertwined with other subjects, such as PE and English
- Staff members consistently model how to be a good citizen who uphold the school values
- Assemblies provide an opportunity for the children to belong together to discuss and learn about issues such as 'No Outsiders', World Faiths, current events and the wider world.
- Specialist staff working with individuals or groups
- Digital Citizenship lessons in computing and assembly
- Anti-Bullying Ambassadors/Peer Mediators
- Celebrating positive learning attributes with weekly certificates
- Well thought through transitions throughout the school and beyond
- Focusing on mental and physical health
- School council

- Junior Leadership Team, Play leaders, lunchtime assistants, Sports leaders and other opportunities to lead.
- Learning about different countries, cultures and religions

Inclusion

Teachers set high expectations for all pupils. Appropriate assessment informs ambitious targets and the planning of challenging work for all groups. A range of teaching pedagogy has been specifically selected and training provided so that teachers plan lessons to support all pupils including those with SEN and/or disabilities and any other barriers to learning, study every National Curriculum subject, wherever possible, and that there are no barriers to every pupil achieving. Teachers also take account of the needs of pupils whose first language is not English and/or speech and language deficits. Lessons are planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Roles and Responsibilities The Governing Board

The governing board monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board also ensure that a robust framework is in place for setting curriculum priorities and aspirational targets and enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements. Monitoring is carried out through open days, school visits, interviews with School Council, the Junior Leadership Team and selected pupils, and meetings with subject leaders for data analysis.

Senior Leadership Team are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- Requests to withdraw children from curriculum subjects, where appropriate is managed
- The school's procedures for assessment meet all legal requirements

- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

Subject Coordinators and class teachers will ensure that the school curriculum is implemented in accordance with this policy.

Subject Coordinators, class teachers and SLT will complete drops ins / book trawls / planning trawls/ pupil discussions to monitor the delivery of the curriculum across the school.

Subject responsibilities;


- Develop, introduce, monitor and review Curriculum Intent Documents that ensure coverage and progression within each subject.
- Advise the head/update information and action plan on SIP.
- Be responsible for targets and tasks identified in the plan.
- Be responsible for the purchase, maintenance and storage of resources and ensure that resources are available to all.
- Maintain professional knowledge within their responsibility area by attending courses, appropriate reading and acting upon national and local initiatives.

Subject Co-ordinators monitor the way their subject is taught throughout the school through CID and planning scrutinies, learning walks, work scrutinies, regular data analysis of attainment and progress for key stages, year groups and vulnerable groups of children.

Subject Co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. In addition, this policy acknowledges



the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework

Links with other Policies

This policy will be reviewed biannually by the Curriculum Lead. At every review, the policy will be shared with the full governing board.