

MBHS Curriculum Statement & Vision

At Millbay and High Street Primary Academies, we ensure that we meet the requirements of the 2014 National Curriculum, whilst retaining our commitment to create an innovative, inspiring learning community in which learners are engaged through a range of stimulating, relevant and inspiring educational experiences, relevant to our school community and context, while igniting a lifelong passion for learning.

We have a relentless drive for improvement, **excellence and equality.**

We believe in an **excellent education for all.** Where children require more, we do whatever it takes to support them.

MBHS is a school where **everybody matters and every moment counts – aspiration beyond expectation**

MBHS has five core values, which are embedded within our school community and curriculum and are essential to the way we foster a learning community within our school. They form the basis of the way pupils form relationships with each other and the adults in school; they act as a reference for how to respond to challenging situations and they provide the guidance that pupils need in order to develop effective habits of successful learners through our curriculum.

The MBHS Core Values are:

Respect
Responsibility
Courage
Creativity
Curiosity

At MBHS Primary School, we also firmly believe our values underpin the fundamental British values, which are promoted in our SMSC and SRE, as well as throughout our wider curriculum:

- *the rule of law: respect and obey the law*
- *mutual respect: respect the rights of others, including their right to their own opinions*
- *democracy: treat others with fairness*
- *look after yourself and your family*
- *look after the area in which you live and the environment*
- *individual liberty*
- *tolerance of those of different faiths and beliefs*

Alongside our key school values, as a school we also have at the heart of our curriculum, the following overarching key themes, which shape teachers' planning for the term while allowing them to plan opportunities to develop the full range of National Curriculum skills explicitly:

	Autumn Term	Spring Term	Summer Term
Curriculum Theme	Relationships	Ambition and Citizenship - Living in a Wider World	Tolerance, health and wellbeing
Core Value	Respect and Responsibility	Curiosity and Creativity	Courage

Leadership of the Curriculum (Intent):

- *We have created a rich and varied, broad and balanced curriculum, one which is not solely focused on 'teaching to the test' or achieving good test results and statutory outcomes.
- *The curriculum has been developed by our subject leaders and contains clear opportunities for children to learn about their context and community and to support their career pathways in both a local and global job market

Teaching & Learning of the Curriculum (Implementation):

- *Leaders at all levels ensure that teachers cater to planning and delivering all aspects of this broad and balanced curriculum (not just English and Maths) and are visibly encouraging discussion and whole-hearted engagement of pupils, without an over-concentration on any one subject.
- *Where meaningful links cannot be made, learning is taught discretely.
- *National Curriculum coverage is clearly mapped within and across topics to ensure all pupils have access to their legal entitlement - a broad and balanced curriculum. Depending on age and stage of learning, themes or topics may extend from a few weeks, or span a short/long term or more.
- *For each termly topic, teachers produce a Medium Term Overview, which maps out the 'learning journey' week by week. The Medium Term Overview indicates where and when learning in different subject areas will be addressed and the key learning outcomes that will be used to assess achievement and inform subsequent learning provision.
- *Teachers produce plans for English, Maths as well as the wider curriculum which maps out the learning journey in more detail; session by session and shows how learning will be taught, resourced and assessed to ensure all groups of learners progress well from their different starting points.

Outcomes (Impact):

With the robust leadership and implementation as outlined above, learners will develop detailed knowledge and skills across the whole curriculum, which will in turn promote our school values and prepare our children for the future.

NB. The national curriculum sets out the programmes of study and attainment targets for all subjects. To access the national curriculum for Key Stages 1 and 2, click on the link below:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

English Curriculum Statement

At MBHS, our English Curriculum is rigorous and engaging. Our vision is for all pupils to be confident and effective communicators and pupils are taught to express themselves creatively through a range of genres. We believe that teaching children to become competent and enthusiastic readers is vital; we want all pupils to build an innate desire to read for pleasure. Our curriculum exposes children to a wide range of texts, which they engage with critically, further developing their understanding of language and grammar whilst broadening their vocabulary and cultural capital.

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” Dr Seuss

Leadership of English (Intent):

MBHS’s curriculum delivers the National Curriculum for English in a way that fosters all children’s ability to listen, speak, read and write for a wide range of purposes whilst ensuring reading, writing, spelling and grammar skills are built on and mastered across year groups. The teaching of English aims to ensure pupils can:

- read easily, fluently and with good understanding
- read widely and often, for both pleasure and information
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading writing and spoken language
- appreciate our rich and varied literary heritage
- gain competency in speaking and listening; use discussion to learn; explain their understanding and ideas and participate in debate respectfully and critically.

Teaching & Learning of English (Implementation):

*Teachers use the MBHS English curriculum planning documents to support their teaching of English, with a focus on ensuring lessons are meaningful and engaging and meaningfully linked to the rest of the curriculum wherever possible. Each Writing unit follows a process of immersion, modelling and drafting in alignment with Rosenshine principles.

*English at MBHS Federation is taught in mixed ability groups for the majority of the time as we believe all children can achieve. In this approach, all children are exposed to higher-level thinking questions and problem-solving as well as having the opportunity to collaborate and develop a growth mindset through working with their peers. Additional intervention is provided for children working below age related expectations in reading and spelling along with extension activities and questions for children working at greater depth.

* Reading is taught systematically and effectively throughout the school, using the RWI phonics programme in KS1 and discrete reading comprehension lessons across the whole school through Reading Masters.

*Grammar teaching is built into writing lessons, linked contextually to the writing outcome of each unit.

*A range of varied learning experiences, including ‘World Book Day’ provides further opportunity for English to be celebrated throughout the school community.

Outcomes (Impact):

*By the time our pupils leave MBHS, they will be able to express themselves confidently and effectively for a range of purposes in both writing and speaking.

*Children will be enthusiastic and confident readers, who are able to discuss, analyse and utilise texts to



inform their writing.

*All children will learn the skills to read and write effectively, including spelling, grammar and punctuation.

*Pupils will have a wide-ranging vocabulary and will possess enhanced cultural capital. They are confident at sharing and articulating their opinions both verbally and in written form.

Maths Curriculum Statement

Our vision for Mathematics at Millbay and High Street Primary Academies is to ensure that the basic skills of mathematics are deeply embedded as they are vital for the life opportunities of our children. Our aim is for all children to think mathematically, enabling them to reason and solve problems in a range of contexts, both within their maths lessons but also across the wider curriculum.

Leadership of Mathematics (Intent):

Millbay and High Street's curriculum has been developed in order to deliver the National Curriculum in a way that fosters children's curiosity and deepens their understanding. Our Mathematics Mastery approach ensures that every child can achieve excellence in mathematics. Children can experience a sense of awe and wonder as they solve a problem for the first time, discover different solutions and make links between different areas of mathematics. It embeds a deeper understanding of Maths by utilising a concrete, pictorial, abstract approach so that pupils understand what they are doing rather than just learning to repeat routines without grasping key concepts. The teaching of Maths at Millbay and High Street aims to develop the following skills:

- an understanding of mathematics through a process of enquiry, reasoning and problem solving;
- the use of a range of learning strategies: working cooperatively, collaboratively and independently;
- express ideas fluently and talk about the subject using mathematical language;
- fluency in the fundamentals of Maths through varied and frequent practice;
- development of conceptual understanding and the ability to recall facts and apply that knowledge rapidly and accurately;
- application of efficient arithmetic procedures;
- problem solving by applying their mathematics to a range of problems.

Teaching & Learning of Mathematics (Implementation):

Children are introduced to Maths in the EYFS, developing a deep understanding of the concept of Number and Shape, Space & Measure.

This continues into KS1 as children learn to apply the four operations.

In KS2, the teaching and learning of Maths becomes more formal and supports the National Curriculum requirements of Problem Solving and Reasoning. Varied learning experiences and opportunities to use & apply, to work systematically and to reason ensures that learning is celebrated through engaging challenges. The children are inspired to increase their fluency in Maths and to become increasingly sophisticated problem solvers, both in Maths and across the curriculum.

Outcomes (Impact):

By the time our pupils leave Millbay and High Street, they will have the necessary skills to further develop their mathematical knowledge. Children will have developed a positive attitude to mathematics and have confidence in their own abilities. They will be able to express ideas fluently and talk about the subject using mathematical language. They will have an understanding of the importance of mathematics in everyday life. Children will be able to reason mathematically by following a line of enquiry, developing an argument, justification or proof using mathematical language. Children will have the ability to solve problems by applying their mathematics to a range of problems. They will be able to break them down into smaller steps and persevere when seeking solutions.

Science Curriculum Statement

Our vision for Science at MBHS is to develop the children's investigative and enquiry skills, encouraging them to ask questions and find solutions to questions scientifically. Science at MBHS should be hands-on, providing children with opportunities to engage with scientific principles and inspiring future scientists.

"Look up at the stars and not down at your feet. Try to make sense of what you see, and wonder about what makes the universe exist. Be curious." – Stephen Hawking

Leadership of Science (Intent):

MBHS's curriculum has been developed to deliver the National Curriculum for Science in a way that fosters children's curiosity and deepens their understanding of the world while ensuring that increasing competence in skills of scientific enquiry and the analysis of results enables them to interpret information and pose questions about the nature of the world around them. The teaching of Science at MBHS has high aspirations for the children as future scientists and aims to develop and nurture the science capital of all students, developing their ability to:

- Interpret and analyse data, draw conclusions and ask further questions.
- Independently ask questions about the world around them, develop planning skills, form and test hypotheses and answer questions scientifically.
- Strengthen and deepen their understanding of the themselves and the world around them by developing their own scientific knowledge

Teaching & Learning of Science (Implementation):

*Children are introduced to Science, initially in the EYFS through their exploration of the world around them in simple games and through exploring textures, sounds and the natural world.

*In KS1 and KS2 the teaching and learning of Science becomes more formal and supports the National Curriculum requirements of planning and conducting investigations, recording evidence, reporting findings, drawing conclusions and making predictions.

*A range of varied learning experiences, including 'Science Week', 'Cleaner Air Day' and after school Science clubs ensure that the Sciences are celebrated throughout the school community and develop the children's understanding of scientific principles and how Science can answer questions.

Participation in these activities enables all students to have the confidence to ask and answer questions scientifically.

*It is also hoped that links will be developed with secondary schools to further deepen children's learning.

Outcomes (Impact):

*By the time our pupils leave MBHS they will be confident in posing scientific questions, planning investigations to test their theories and hypotheses and drawing conclusions by interpreting and analysing the data they have recorded.

*They will have participated in a range of topical Science events and contributed to a whole school environment of curiosity and wonder about the world that surrounds them and how it works.

*Studying Science at MBHS will inspire the pupils to become lifelong independent learners, to ask questions about the world around them, and give them the tools and the skills to find answers to those questions scientifically. It will encourage their thirst for knowledge and show them that Science is for everyone!

Art and Design Curriculum Statement

Our aim for the Art education at MBHS is to provide an engaging, progressive means to allow children to aspire beyond expectations. Through an experiential approach and putting the children at the heart of what we do we aim for every individual to achieve their full, unique potential in Art. Every child will be provided with aspirational experiences and an ambitious curriculum which will make a major contribution to their emotional and creative development. Art will be more than just the 'cherry on the top' of our curriculum, it will be integral in everything we do as part of our ArtsMark journey and also a 'golden thread' through our federation value of 'creativity'.

Leadership of Art (Intent):



Demetri Martin

The MBHS Art Curriculum sets out to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of Art. They should also know how Art reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation. The MBHS Art Curriculum will fulfil the following aims of the National Curriculum:

- Pupils will produce creative work, exploring their ideas and recording their experiences
- Pupils will become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Pupils will evaluate and analyse creative works using the language of art, craft and design
- Pupils will know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Teaching & Learning of Art (Implementation):

- Teachers have good knowledge of the subject and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.
- Subject leaders will embark on personal research and HUB meetings to deepen their area of expertise and keep subject knowledge current.
- Teachers present subject matter clearly (following the gold standard of teaching), promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without

unnecessarily elaborate or differentiated approaches.

- Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.
- Mistakes are celebrated and explored as a learning point. Children are encouraged to share and discuss what knowledge may have been missed and explore what is needed to move forward.
- Some of the skills and values gained from studying the arts are listed below. Somewhat uniquely, Art has skills and values which arguably go beyond the National Curriculum. These can be subdivided into those that are intrinsic (undertaken for their own sake) and those that are extrinsic (externally motivated).

Intrinsic aptitudes	Extrinsic aptitudes
Creativity and imagination Self-expression and perception Spatial awareness Visual aptitude Physical acuity	Developing powers of description and analysis Extending cultural awareness Planning, executing and performing arts projects Vocabulary acquisition Developing arguments and viewpoints Collaborative peer working

Aspirational Experiences

In order to ‘ensure pupils aspire to achieve beyond the expectations that others place on them’ each child at MBHS will participate in a termly ‘aspirational experience’. These will involve at least 1 element of the Arts curriculum, but may be multi-disciplined. The idea behind these opportunities is for children to experience something beyond their normal everyday life, adding to their cultural capital and enhancing their learning within school. It is key that these experiences are memorable, embedded within a sequence of learning and are exciting. These opportunities are part of the #HSGoals (appendix A) and #MBGoals (appendix B), a series of experiences we will be providing to all students. Some examples are listed below, but this is by no means an exhaustive guide:

- Museum/Gallery visit
- Artist Workshop
- Watching a performance at the Theatre Royal
- Teaching parents/carers a skill - a child-led teaching opportunity
- Creating an Art exhibition
- Participating in a national competition

Outcomes (Impact):

- A well-constructed, well-taught curriculum will lead to pupils learning more and at least 80% achieving ARE.
- Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.
- Pupils are making progress in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum.
- All learning builds towards an end point. Pupils are being prepared for their next stage of education, training or employment at each stage of their learning.
- Children can articulate clearly and confidently what they are learning (LO) why they are learning it and how they are expected to demonstrate this.
- Children complete expected tasks, seeking out next steps to deepen understanding.
- Children can identify their next steps, areas of strength and areas that are missing. They aren't fearful of mistakes and see them as learning opportunities.
- Children see that Art is not merely the 'cherry on the top' of the offer at MBHS, but rather deeply rooted in our ethos and integral to our practice.

Computing Curriculum Statement

Our vision for Computing at MBHS is that we facilitate children’s participation in a world of rapidly changing technology. We enable them to find, explore, analyse, exchange and present information. We also help them develop the necessary skills for using information in a discriminating and effective way. This is a major part of enabling our children to be confident, creative and independent learners of the future.

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.” (John Dewey, philosopher and educational reformer)

Leadership of Computing (Intent):

MBHS’s curriculum has been developed in order to be able to deliver the National Curriculum for Computing in a way that enables our pupils to:

- Develop practical skills in the use of information technology and the ability to apply these skills to the solving of relevant and worthwhile problems.
- Be open minded in their approach to computing and information technology so that they will be able to adapt easily to the technology systems and approaches they will encounter in their future lives.
- Analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve problems.
- Use information technology as a tool appropriately across the curriculum to support and enrich their learning.
- Learn about issues of security, personal safety, confidentiality and accuracy.

Teaching & Learning of Computing (Implementation):

*Our pupils are introduced to Computing/ICT in the EYFS, in the Technology section of the Understanding of the World strand. Our pupils participate in a range of activities to develop control skills of toys, devices and simple programs.

*In KS1, our pupils develop skills in weekly lessons in the ICT suite. Topics are delivered termly to cover all aspects of the Computing National Curriculum through the development of; keyboard skills, research skills, using simple software to create digital art, representing and interpreting data. The children are introduced to the basic coding concepts that build on sequencing simple instructions to create successful algorithms.

*In KS2 our pupils continue to develop their research skills to enable children to be discerning with checking the validity of facts online. Coding skills are developed to include a range of computational concepts such as repeated loops, variables and conditional statements. Data skills are developed, including searching using multiple criteria and the use of spreadsheets to model budget scenarios. Our pupils are introduced to a variety of forms of online communication such as email and are taught to be safe and respectful users of the online world.

Outcomes (Impact):

*By the time our pupils leave MBHS they will have received a rich and comprehensive education in Computing that will enable them to thrive in this subject in their future secondary education. They will be able to use their skills to support their learning across the curriculum.

*Children will have the ability to adapt their learnt skills to any new technology they encounter.

*They will have a sound understanding of their responsibilities when communicating online and an awareness of the risks and benefits involved.

History Curriculum Statement

History at MBHS Primary school forms an integral part of our curriculum. We believe the study of history inspires children's curiosity, encourages them to ask critical questions and enables them to have a better understanding of the society in which they live and that of the wider world.

They will work as historians where they will critically analyse different sources of information. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be incorporated within other curriculum subjects.

"The more you know about the past, the better prepared you are for the future" (Theodore Roosevelt)

Leadership of History (Intent):

- MBHS's curriculum has been developed in order to be able to deliver the National Curriculum for History in a way to become confident, creative and independent learners.
- We seek to broaden children's real life experiences both inside and outside of school through educational visits, visitors, exploration and discovery.
- We believe our children will acquire a range of knowledge and skills, which they can then apply to other subjects and in a variety of situations.

Teaching & Learning of History (Implementation):

*Teachers will use the overarching whole school themes to plan to incorporate History meaningfully and coherently, into their topic and thematic based learning, where possible.

*Children will develop an awareness of the past. They will learn about significant individuals who have contributed to national and international achievements.

*Children will also learn about significant historical events within the local area. They will also study changes within living memory as well as events beyond living memory that are nationally or globally significant.

*Children will appreciate history in a chronological context. They will develop a secure understanding of British, local and world history.

*Children will study a range of time periods.

*Children will consider connections, contrasts and trends over time and develop the appropriate use of historical terms.

*They will also learn to understand how our knowledge of the past is constructed from a range of different sources and spend time looking at, and dealing with, different sources.

Outcomes (Impact):

*By the time our pupils leave MBHS, they will be accomplished and confident historians.

*Progression in History will be assessed through listening to children's responses and contributions to discussions and evaluating their written work.

*An age-related assessment will be given to parents/carers on reports.

Geography Curriculum Statement

Geography at MBHS Primary school forms an integral part of our curriculum. We believe the study of Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. It helps to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote children's spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

"Geography is the subject that holds the key to our future" (Michael Palin)

Leadership of Geography (Intent):

- MBHS's curriculum has been developed in order to be able to deliver the National Curriculum for Geography in a way to become confident, creative and independent learners.
- We seek to inspire children and encourage curiosity and fascination about the world and its people.
- The skills and knowledge gained will remain with them for the rest of their lives; to promote interest and understanding about diverse places, people, resources and natural and human environments.

Teaching & Learning of Geography (Implementation):

- *Teachers will use the overarching whole school themes to plan to incorporate Geography meaningfully and coherently, into their topic and thematic based learning, where possible.
- *To develop age-appropriate, accurate knowledge of the location, physical and human characteristics of a wide range of globally significant places including terrestrial and marine locations.
- *To understand that these processes give rise to the key physical and human geographical features of the world, how these are interdependent and how they bring about variation and change to the geographical landscape.
- *To be able to use geographical vocabulary which is appropriate and accurate and which develops and evolves from EYFS to KS1 and through to KS2.
- *To collect, analyse and present a range of data, gathered through experiences of fieldwork, to deepen understanding of geographical processes.
- *To use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
- *To promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment.

Outcomes (Impact):

- *By the time our pupils leave MBHS, they will be accomplished and confident geographers.
- *Progression in Geography will be assessed through listening to children's responses and contributions to discussions and evaluating their written work.

MFL Curriculum Statement

Leadership of Modern Foreign Languages (Intent):

The Millbay Academy and High Street Modern Foreign Languages (MFL) Curriculum sets out to engage, inspire and challenge pupils, equipping them with the knowledge and skills to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

As pupils progress, they will be able to speak with a wider range of vocabulary, as well as continually developing their knowledge and understanding of spelling and grammar. The ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The focus of study in MFL will be on practical communication.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.

Teaching & Learning of Modern Foreign Languages (Implementation):

At the Millbay and High Street Federation we teach MFL to KS2 through accessing the high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This well resourced scheme supports the wider staff cohort, so that all staff, whether they are confident in foreign languages or not, can deliver excellent lessons. This will develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in KS2, which will be taught by the class teachers.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language, in line with National Curriculum guidelines for MFL at KS2.

In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers will:

- Include foreign language learning in celebration assemblies
- Join in with a whole school Language Day - where cultural and linguistic difference is celebrated

Outcomes (Impact):

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life and will have a rich and culturally nourishing experience they wouldn't otherwise have.



The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit.

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils will review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives

Music Curriculum Statement

Music has a high profile at MBHS, which with its long tradition of musical activity, offers children the opportunity to develop their talents in all aspects of Music: from singing, to steel pans and music appreciation. Music is a universal language that embodies one of the highest forms of creativity; as such our vision for Music at MBHS is that all pupils are engaged and inspired to develop a love and appreciation of music, while their talent as musicians, enables their self- confidence and creativity to grow, alongside a sense of achievement.

“If you cannot teach me to fly, teach me to sing” (J.M Barrie)

Leadership of Music (Intent):

MBHS's curriculum has been developed in order to be able to deliver the National Curriculum for Music in a way that fosters musical skills, talents, composition and appreciation of a wide genre of music. The teaching of Music at MBHS aims to develop the following skills:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture
- Structure and appropriate musical notations

Teaching & Learning of Music (Implementation):

*Teachers will use the overarching whole school themes to plan to incorporate Music meaningfully and coherently, into their topic and thematic based learning, where possible.

*In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide regular opportunity to practise and enjoy singing in unison, as well as appreciating a range of different music styles and genres.

*Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups, including the teaching of Steel Pans to all children in Year 5. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to Topic and music is used in a variety of activities to create mood, atmosphere and help thinking.

*A range of varied learning experiences, including 'International Week' and 'Airport Day' as well as a wide range of performances will provide further opportunity for Music to be celebrated throughout the school community.

Outcomes (Impact):

*By the time our pupils leave MBHS, they will be accomplished and confident musicians.

*Children will have participated in a wide range of singing, tuned and untuned percussion work, composition as well as listening to and appreciating both live and recorded music.

*All children will have been taught the skills to be able to compose using musical instruments, as well as the appropriate musical notation terminology e.g. rhythm, melody, pitch, dynamics. As pupils progress through the school, they will have developed a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

PE Curriculum Statement

P.E and sport has a high profile at MBHS and offers children the opportunity to develop their talents in all aspects of Physical Education: from learning fundamental movement skills, to development of subject specific skills, teamwork and leadership. Physical Activity is key for a happy and healthy person. Our vision for P.E. at MBHS is that all pupils are engaged and inspired to develop the knowledge, skills and appreciation of a range of different sports, enabling their self-confidence, creativity and leadership skills.

“When it comes to health and well-being, regular exercise is about as close to a magic potion as you can get.” Tich Nhat Hanh

Leadership of Physical Education (Intent):

MBHS's curriculum has been developed in order to be able to deliver the National Curriculum for P.E. in a way that fosters physical skills, creativity and a lifelong interest in health and fitness. The teaching of P.E at MBHS aims to develop the following skills:

- Develop competence to succeed and excel in a broad range of physical activities.
- The ability to be physically active for sustained periods of time.Engagement in competitive sports and activities.
- To lead healthy, active lives.
- To know, apply and understand the matters, skills and processes specified in invasion, net & wall and striking games, dance, gymnastics, swimming and athletics.
- To develop an understanding of the importance of fairness, respect, teamwork, equality, determination, positivity, trying your best and taking responsibility.

Teaching & Learning of Physical Education (Implementation):

*Teachers will use the overarching whole school themes to plan to deliver dance and athletics.

*In Key Stage 1 P.E. lessons pupils learn fundamental movement skills to gain increasing competence and confidence as well as extending their agility, balance and coordination, individually and with others. In Key Stage 2 P.E. lessons continue to implement and develop a broader range of skills, learning how to use them in different ways to link them to make actions and sequences of movement. All pupils will develop a knowledge of health and fitness, assessment and evaluation of performance along with developing their leadership skills through teamwork and collaboration.

*Pupils receive swimming instruction that enables them to be able to swim confidently and proficiently over a distance of at least 25m using a range of strokes.

. Assemblies also provide regular opportunities to share results of intra-class and inter-school competitions and celebrate pupil success.

*Pupils will also be taught to play a variety of team and individual sports to enable them to participate confidently in inter-school competitions.

*A range of varied learning experiences, including 'Sports Day', end of term 'Intra-class' competitions and 'personal challenge' being at the centre of pupils' learning experience.

Outcomes (Impact):

*By the time our pupils leave MBHS, they will be confident and competitive athletes.

*Children will have participated in competitions within and out of school, watched performances such as ballet or cricket at sporting venues and have assessed performances of others.

*All children will have been taught the skills to be able to take part in a wide range of physical activity and lead a physically active lifestyle.



PSHE Curriculum Statement

P.S.H.E has a high profile at MBHS, every aspect of school life reflects the positive development of pupils' social, health and citizenship skills. Pupils have a wide range of opportunities to directly influence school decisions and promote a friendly school through roles such as the School Parliament and Play Leaders. The curriculum is varied and far reaching covering healthy relationships, drug and alcohol education, citizenship, mental health education and financial education. Our vision for P.S.H.E. at MBHS is that all pupils develop the values of the school: being respectful, being positive, trying their best, taking responsibility and working together along with having an understanding of their own learning style, personality, how to be a good friend and how to cope with stress.

Believe in yourself. You are braver than you think, more talented than you know, and capable of more than you imagine.' Roy T. Bennet

Leadership of Personal, Social, Health and Citizenship Education (Intent):

MBHS's curriculum has been developed in order to be able to deliver the National Curriculum for P.S.H.E. in a way that develops pupils' self-confidence, reflection skills, mindfulness and compassion. The teaching of P.S.H.E. at MBHS aims to develop the following skills:

- Knowledge of what makes a healthy relationship, including online relationships, staying safe online, developing caring friendships, identifying and respecting people's differences and responding to peer pressure.
- An understanding of risk taking and harmful substances such as drugs and alcohol.
- Confidence in self-regulating emotions when feeling stressed, anxious, angry or upset.
- An understanding of mental health issues and how to keep a healthy mind.
- An understanding the importance of a good diet and exercise, as well as good dental and bodily hygiene.
- Knowledge and understanding of financial education such as debt, credit cards and saving.
- How to be a positive citizen

Teaching & Learning of Personal, Social, Health and Citizenship (Implementation):

*Teachers will use the overarching whole school themes and the curriculum map to plan a range of lessons incorporating lessons that have a PSHE link for example, writing an Anti-Bullying report. Teachers will link the MBHS Values where possible when discussing aspects of pupil behaviour both positive and negative and the 'Gold Card' will be awarded to the pupils who show this value most clearly.

* In their PSHE lessons pupils will use discussion, games, P4C and a range of stimuli to develop the knowledge, skills and understanding of the range of themes. Work will be evidenced in class PSHE Learning Journey portfolios.

* Pupils will receive Head First lessons to develop their understanding of mental health. The school nurse will visit regularly to deliver sessions on dental hygiene and first aid.

*Assemblies also provide regular opportunity to share school wide themes such as healthy eating and to promote the citizenship groups such as parliament.

Outcomes (Impact):

*By the time our pupils leave MBHS, they will be kind, considerate and respectful individuals.

*Children will have participated in one of the citizenship groups such as 'Green Team' or been a peer mediator.

*All children will have been taught the skills to be able to be a positive and valued member of the community.

RE Curriculum Statement

Our vision for Religious Education at MBHS is to develop the understanding of an individual's beliefs and comparing it to the beliefs of others. It is our duty to inspire the minds of the children at MBHS and to encourage their understanding, not only of their beliefs but of the wider community. Our vision is to open the students' minds to different cultures while nurturing a lifelong passion and curiosity for religion and to consolidate the skills for future learning.

***"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."* (William Arthur Ward)**

Leadership of Religious Education (Intent):

MBHS's Religious Education curriculum has been developed to deliver the National Curriculum for Religious Education in a way that enhances and develops children's curiosity and deepens their understanding of their individual beliefs, the community that they grow up in and the wider world. It has been created to allow the children to discuss their ideas, attitudes and meanings within their and across other cultures, whilst looking forward to seeing how these can affect their futures. The teaching of Religion at MBHS aims to develop the following skills:

- An embedded culture of hope, truth, respect, friendship and responsibility.
- Acquire and develop knowledge of and respect for the principal religions represented in Great Britain with particular attention to Christianity, Judaism and Islam.
- Developing a positive sense of moral responsibility, self-discipline and self-respect.
- To help children develop their own beliefs, ideas and attitudes.
- A progressive, inclusive and creative curriculum set within the context of the moral, spiritual, cultural, mental and physical development of pupils.
- To bring about self-awareness of thoughts, feelings, emotions and responsibilities
- Learning to live together in a community showing sensitivity towards one another.
- To provide a stimulus for expressing innermost thoughts.
- To help children deal with feelings and emotions

Teaching & Learning of Religious Education (Implementation):

*Children are introduced to religion, initially in the EYFS, where they look at rituals, symbols and festivals that occur throughout the academic year.

* As they progress KS1 they begin to focus the three main religions that are represented at MBHS and Great Britain: Christianity, Islam and Judaism.

*In KS2, the teaching and learning of religion will incorporate Buddhism, Sikhism and Hinduism. The children will be exposed to all of these religions, throughout their time at MBHS, through a variety of learning experiences. These include; year group productions based around a particular festival or event within one of the religious calendars, site visits, visitors coming into the school and lessons that ensures that religious education is celebrated throughout the school community.

Outcomes (Impact):

*By the time our pupils leave MBHS, they will have been introduced to the six main religions within the community, taught in a way that is enjoyable and fun and will have developed skills in speaking, listening, reading and writing, as well as developing a deeper understanding of self-awareness of their own and others thoughts, feelings and responsibilities within a community.

*Children will have developed confidence and had their creativity and curiosity about religion stimulated, enabling them to achieve a sense of belonging whilst developing their individuality.