



Rose Hill Primary School

Where Children Flourish

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Rose Hill Primary School

Foundation Subjects

Date Ratified	Signed By / position	Signature
Sept 2017	Head Teacher	S Vermes
	Chair of Interim Executive Board	M Wolfe
	Lead Member of Staff	Y Kyriacou
Review Date: Sept 2019		

Appendices: Skills, Dispositions & Attitudes in the Foundation Subjects

Foundation Subjects Policy

June 2016

Aims:

- to support children to become confident, independent learners with the ability to connect to the world around them
- to support children to become self-aware and resilient
- to support children to become effective communicators
- to further enhance children's life experiences by providing them with 'hands on' opportunities
- to have access to a broad and balanced curriculum, with opportunities for learning across the full range of National Curriculum subjects

Introduction

Learning anything is a complex process. Imagine a child trying to make a sandcastle for the first time, there are many skills needed, e.g. coordination, problem-solving, reasoning, evaluation, managing feelings of frustration when the first sandcastle is perhaps not successful. The child may need the support of a more experienced sandcastle maker to show how it is done.

In all learning children (and adults) draw on a range of skills, attitudes, knowledge and dispositions to develop new understandings and build new concepts.

Here at Rose Hill we aim to provide the children with a broad and balanced curriculum which matches the individual needs of our children. We aim for our curriculum to motivate and engage children through a broad range of experiences which will lead to better outcomes for our children.

We aim to work with our families and the local community to ensure our children have access to a curriculum which is meaningful and builds on the skills, attitudes, dispositions and knowledge needed for being part of society today. We aim to promote our children's spiritual, moral, social and cultural development and prepare them for the world they will be part of.

The Development of Core Skills through the Foundation Stage Curriculum

Reading - through the Foundation Subjects children will be exposed to a wide range of reading material without even being aware of it. This enables children to practise their reading skills a good deal more than if reading were confined to daily guided reading sessions alone. By the end of KS1 we aim for every child to be reading with enough fluency to be able to access the KS2 curriculum and use their reading skills to find out new information and use reading as a learning tool rather than having to learn to read.

Stories and Poetry - can be particularly useful as they can draw on the child's imagination. Sets of similar books, stories or poems can spark the children's imaginations and encourage them to compare and contrast, not only across different stories but across different genres.

Writing - as with reading, Foundation Subjects offer many opportunities for children to write for different purposes. Children are also able to consolidate written work from their English lesson across different subjects and experiment with writing for different purposes with particular formats. This vast experience can be provided with a real audience and purpose in mind.

Curiosity

Curiosity is the desire to enquire and investigate - finding out. This is part of the process where the teacher and the children learn together. It is not for the teacher to already have worked out or found all of the answers, instead the teacher can model being a curious learner and show the children how to find out new information. The teacher does need to do some preplanning / thinking around the subject but scope for the children to follow their ideas and interests must be part of the preplanning flexibility.

Independence

The beginning of this can manifest in allowing the children to be part of the planning process so that they can start to make independent decisions. Children may even start to develop their own lines of interest and be able to justify their reasoning and purposes behind such decisions, this may also include children deciding how to present their work. This independence is fostered in an environment where the teacher offers guidance when and where needed.

Cooperation

Cooperation enables children to learn from discussion, sharing, listening and understanding that they all have a part to play.

Positive Attitudes To Learning

In order to consider positive attitudes, let's first consider why a negative attitude may begin to develop. There is a National Curriculum which sets out what schools must teach to children, however, within this schools are free to decide exactly what content will be covered under broad headings. It is here that children can be part of the selection process of what is being taught, for example, they may need to be taught about the Vikings but what is it they would most like to find out? Another possible reason for negative attitudes to develop may be if a child has experienced too much failure compared to success, this perception of school may become ingrained and will need to be carefully nurtured back to a more positive experience. It is the effort and attention to detail that comes with knowing the class which makes children naturally interested, once their interest is captured the journey begins.

Philosophy For Children (P4C) - enables children to create their own philosophical questions. It supports children in being able to communicate different opinions and consider the views of others. Children are also supported in their thinking, reasoning and questioning. P4C enables children to reflect on the quality of their thinking, reasoning and participation in the sessions. Children also have to consider how the individual and group could improve on their thinking, reasoning and participation. All of this impacts on children's social, cognitive and emotional development.

Planning

Objectives should inform teaching rather than determine it.

For any work to be successful careful planning is needed. The teacher needs to be clear about what the learning is leading to and what the children are to be learning in the process.

Planning can be seen as having a framework for events that might happen. The children might take you and the plans in a different direction and this is where flexibility is needed, this enables the excitement and sparkle to take place.

Topic webs

The Topic Web is great for generating initial ideas but it is not the finished plan as it will miss many areas which still need to be considered. An important part of the planning is to consider what the end product will look like, the resources needed and how the topic will be organised.

Most Able

The most able children have the right to have their needs met in school. Therefore, we make adaptations to teaching, learning and the curriculum where necessary, this includes foundation subjects.

Enrichment activities, which are vital to bring the curriculum to life and to motivate all children, will be offered. These will include visits and visitors, opportunities to contribute to community life, taking responsibility and having a say over your own learning. The most able children will be offered opportunities to research and teach aspects to others as well as contributing to assemblies and performances.

Spiritual, Moral, Social and Cultural aspects of Learning

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Rose Hill and is an essential ingredient of school success.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

Development in SMSC will take place across all curriculum areas, within activities that encourage children to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire children through the enthusiasm for and modelling of learning. Teachers at Rose Hill will use creative strategies and challenging questions to engage children in their learning and relate it to their own experiences.

The curriculum provides opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals, and accepting people who are physically or mentally different
- agree and disagree
- take turns and share equipment
- work co-operatively and collaboratively

(See document titled 'SMSC in the Curriculum at Rose Hill' for how SMSC relates to all curriculum areas).

Extra-Curricular Activities

Personal development is also enriched through a wide range of extra-curricular activities (e.g. Sport and Drama) which provide opportunities for SMSC and for inspiring children to broaden their experience and horizons.

Appendix 1:

RHPS curriculum rationale March 2017

Skills: These skills are **especially** developed through work in these subjects or areas of learning

Subject	Oracy	Teamwork	Evaluating evidence	Presentation of learning	Distinguishing fact and opinion	Making connections	Hypothesizing	Investigating	Listening	Reading	Writing	Using different research methods
Maths												
English												
Science												
History												
Geography												
Design and technology												
ICT												
PE												
RE												
French												
Music												
Art												
Outdoor learning												
Philosophy for Children												

Dispositions: These dispositions are **especially** developed through work in these subjects or areas of learning

Subject	Contributing	Taking responsibility	Agency	Curiosity	Creativity	Confidence
Maths						
English						
Science						
History						
Geography						
Design and technology						
ICT						
PE						
RE						
French						
Music						
Art						
Outdoor learning						
Philosophy for Children						

Knowledge: These kinds of knowledge are **especially** developed through work in these subjects or areas of learning

Subject	Vocabulary	General knowledge	Scientific facts	Mathematical facts	Chronology	Geographical knowledge
Maths						
English						
Science						
History						
Geography						
Design and technology						
ICT						
PE						
RE						
French						
Music						
Art						
Outdoor learning						
Philosophy for Children						