



# Maybury Primary School

*Believe. Achieve. Succeed.*



## The Curriculum at Maybury Primary School

### The Maybury Vision

We have uncompromising aspirations for all of our children. We are committed to providing an education and environment that enables every child to **believe** in their ability to **succeed** and excel in all that they do. We are proud to be a respectful and inclusive school at the heart of our culturally diverse community, where every child is valued and enabled to **achieve** their highest potential in all areas of the curriculum.

Our motto is **Believe. Achieve. Succeed.**

Our primary aim is to develop a love of learning through meaningful, engaging and creative learning experiences. We aspire to enable every child to become an active member of our school and the wider community. We celebrate diversity and teach our children that equality and respect are the foundations of our community. We pride ourselves on our Values Based Education which results in an inclusive, welcoming and caring ethos.

Our intent is to provide opportunities for all of our children to become independent, confident learners with high aspirations, who know how to make positive contributions to the wider community. We want our pupils to be able to retain knowledge, widen their vocabulary and gain transferable skills to support their next steps in education ensuring all children are ready for the challenges that await them.

Our curriculum is **ambitious and coherently planned and sequenced**, children understand the purpose of their learning and are able to link new knowledge and skills to previous learning and experiences. We have an excellent knowledge of our children and their backgrounds. Our aim is to provide every child with the **vocabulary, skills and knowledge** they need to be successful.

As the majority of our children have low start points in Communication and Language and speak English as a second language, language and communication development is a pivotal part of our **rich language-based curriculum**. For this reason, **reading is at the heart of our curriculum**. We are a school that prioritises reading, knowing that reading proficiency impacts on our pupils' future success. Above all, we want our pupils to love to read.

At Maybury, many of our children start school with limited experiences, so we construct a curriculum which provides a wealth of practical first-hand experiences including visitors, trips and workshops. We are therefore committed to broadening their world to provide them with the cultural capital they require to be successful, enabling them to **Believe, Achieve and Succeed**.



## Curriculum design

We implement this through consistent and effective Quality First Teaching delivered by highly trained staff. We deliver a curriculum which is designed to provide a **broad and balanced education** that meets the need of all children in the modern world. We provide a personalised curriculum which is heavily based on developing children's communication skills particularly for SEND, new arrivals and children with English as an additional language. This involves clear language modelling and vocabulary development, and ensuring that they have access to the curriculum through translated resources, and bilingual staff.

The teaching of key vocabulary is a primary feature in all subjects through a range of strategies such as, precision teaching, pre-teaching and language modelling. The ethos of the school reflects our commitment to all children in an inclusive way, promoting the protective characteristics and which **celebrates our rich diversity**.

The school curriculum map is planned to ensure that **teaching is sequential and that vocabulary, knowledge and skills are taught in a logical and progressive order**. This ensures pupils will know more and remember more. Our lessons provide opportunities for retrieval practice and, over time, revisit teaching and knowledge of skills, knowledge and vocabulary. This enables children to build upon prior learning and the sequence of knowledge we have identified necessary for children to make good progress.

Teachers assess effectively to help pupils embed and use knowledge and skills fluently. Through fast feedback we are able to provide children with **immediate feedback** which they act upon to make improvements to their learning.

Our rich and vibrant curriculum aims to develop specific skills which can be seen across the school throughout all subject areas. As a team, we have created long term and medium term plans which ensure progression of vocabulary, skills and knowledge within a context. **Teaching is carefully tailored to meet the needs to all children**.

## Maybury Lesson Model



## Values Education

Our curriculum is underpinned by a **strong values-based ethos** which helps our children understand about their responsibilities to themselves and others.

We have high expectations of all our children and encourage them from the outset to be aspirational and self-reflective individuals. We aim to develop children's sense of importance and belonging which is essential for building social relationships and for contributing to the world.

Our School Values are Equality, resilience, Positivity, Kindness, Respect and Independence.

Throughout our curriculum we promote these life-long values to ensure:

- Our children are ambassadors for **equality** for all
- Our children have the **resilience** to succeed in all they do
- Our children spread **positivity**
- Our children will always choose **kindness**
- Our children champion mutual **respect** for all
- Our children develop **independence** to be self-reliant and self-sufficient



**OFSTED (2023) 'Leaders provide pupils with an exceptional personal development programme. This prepares pupils for life beyond Maybury well.'**

## Accessibility and Support

Our highly qualified staff use their expertise to skillfully scaffold and support children's learning across all curriculum areas. Children are carefully observed and assessed at ongoing and regular intervals to ensure that the learning opportunities we provide are relevant and responsive to individual needs. We

provide high quality adapted learning which is carefully scaffolded for our children's needs and we utilise a number of targeted class based interventions and adaptations to the curriculum in order to present our children with additional challenges or support as appropriate. Some children require highly personalised learning opportunities and environments and we work closely with our specialist colleagues to ensure that we provide the most appropriate support to enable children to make progress.



## Parental Involvement

We value and encourage parental involvement and the benefits this has for children's learning and development. We fully support our parents through focused parent workshops and parent/ child partnership projects where we model how we teach children and show parents how they can best promote their child's learning in specific areas. We also have a drop in parent hub where parents can access support from our Home School Link Worker and Inclusion Leader.

Each class has a dedicated page on our school website with ideas and strategies for parents on how to support their child's learning at home. In the Early Years Foundation stage (EYFS) classes parents are invited to share and celebrate their children's learning achievements at home through Seesaw which is an online Learning Journals. All children have home school planners and we encourage parents to make comments in these. In Years 1 and 2, parents are invited to continue sharing home learning through Seesaw. In KS1, parents can access home learning from the website. In KS2, families can access home learning through Google Classroom. All classes have a class email account where they can contact the class teacher.

We hold regular parent/teacher meetings to inform parents about their child's progress and to share individual targets. We are also fortunate to have a full time, bilingual, home/school link worker who works closely with our families.

## EYFS

From the moment a child is born in the community, they can interact with the school staff and our curriculum starts the minute the children and their families set foot inside our school, for many of our children this is when they start in Nursery. We also work with our community to support children from the minute they are born through our community play and learn group.



We understand the importance of a highly effective EYFS curriculum which provides all children with the skills and knowledge they need to ensure strong foundations are established for all future learning. Our whole curriculum is designed to build upon skills, knowledge and vocabulary children have learnt in the EYFS enabling children to know more and remember more.

It is our aim at Maybury Primary School that children in the EYFS are happy, confident, independent and curious learners who can thrive in a safe, secure and challenging environment. At Maybury we know our community well and therefore the needs of our children, because of this our curriculum changes from year to year depending on the needs of our cohorts. The EYFS curriculum covers Nursery and Reception and is split into seven areas of learning as stated in the Early Years Foundation Stage framework (2021). There are three prime areas:

Communication and Language, Physical Development and Personal, Social and Emotional Development. In addition to this there are four specific areas, Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.

Our EYFS is based around four guiding principles and these shape our practice at Maybury. They are reflected in our curriculum, they are:

- **'A Unique Child'**. We believe every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships**. Children learn to be strong and independent through the development of caring, secure and positive relationships with parents/carers and the adults who are supporting them in school.
- **Enabling Environments**. Our inside and outside environments play a key role in supporting and extending children's development and learning with adults teaching and supporting children with different interests and needs.
- **Learning and Development**. Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected. The framework covers the education and care of all children in the early years, provision, including children with Special Educational Needs and Disabilities (SEND).



Play is central to learning for all children in the EYFS. Our curriculum is delivered through play and through high quality adult interactions.

At Maybury we have skillful adults in the EYFS who engage in conversations with children to develop their vocabulary. We use bilingual staff to communicate and translate with children in EYFS. Staff are positive role models for spoken language and communication, and language is a pivotal part of our rich language-based curriculum.

We aim to provide children with a wide number of experiences based on their own personal circumstances through exciting and stimulating activities including awe and wonder. Our learning experiences take place both indoors and in our outdoor learning classrooms as well as through trips and visitors from the community.

There is a sharp focus on ensuring that our children acquire a secure knowledge of phonics this gives them the foundations for future learning especially in preparation for them to become confident and fluent readers. Our school's approach to teaching early reading and synthetic phonics is systematic and aims to ensure that all children learn to read words and simple sentences accurately by the end of reception. We use Read Write Inc to teach phonics.



Our Maths curriculum develops early mathematics skills which are embedded during continuous provision, we use Mastering Number to teach mathematics in Reception.

Our EYFS environment is a real strength of our school, it is highly engaging and stimulating. It is well organised and resourced with open-ended opportunities to develop children's curiosity to ask questions and develop knowledge.



Adult interactions with children during child-initiated play is excellent in the EYFS, adults model language through showing, explaining, demonstrating, exploring, encouraging, questioning and recalling. Therefore, adults are able to facilitate and set challenges to assist children's progress in all areas of the curriculum as well as identifying any misconceptions. Misconceptions are addressed immediately through our 'in the moment' provision and feedback.

Our EYFS curriculum also encourages children's social and emotional development and the development of appropriate relationships. Children's social and emotional health affects their overall development and learning. We know that children who are mentally healthy tend to be happier, show greater motivation to learn, have a more positive attitude toward school, more eagerly participate in class activities, and demonstrate higher academic performance. At Maybury we promote children's social and emotional health in many ways, for example, building trusting relationships and teaching social and emotional skills intentionally.

Our curriculum also promotes healthy lifestyles. Our leaders and staff are particularly attentive to the youngest children's needs. Our staff give clear messages to children about why it's important to eat, drink, rest, exercise and be kind to each other.

## **Literacy**

### **Writing**

High quality texts are integral to our teaching of writing, together with a range of age specific resources and the use of technology. In year 1, children develop their writing skills through weekly cycles to exposure children to a range of stories and language, developing their early writing skills and writing structures. From year 2, writing skills are developed in three-week cycles, providing the opportunity to embed vocabulary, develop language structures and refine pupils' writing. Children are taught to plan, write, edit and publish their work. Children learn about a range of genres throughout the year. They focus on the key features for each genre and learn the skills to write in that particular genre. The different genres are then retaught throughout the school, ensuring that there is progression between the year groups and that each child can achieve their full potential. High quality written work is celebrated during our celebration assemblies and displayed in the classrooms. Grammar, punctuation, spelling and handwriting are intertwined into lessons.

### **Reading**

Reading is at the heart of our whole curriculum. We recognise the foundations for teaching the English National Curriculum begin in Early Years with the development of a high-quality programme planned within Communication, Language and Literacy. Many children enter our schools with very poor language skills, limited exposure to books, spoken English and opportunities to share stories. Therefore, teaching



children to communicate and engage with stories is vital from the very early stages of their journey with us through primary school. As an inclusive school, our curriculum recognises the varied needs of our children and allows every child to maximise their learning potential and achieve. Our aim is to prepare them for the application of English Reading skills across the whole curriculum and life beyond education. We believe reading is a passport to the world and strongly feel that cultivating a “reading for pleasure” culture in our schools is imperative. Reading consists of two dimensions: word reading and comprehension. Learning to read begins with daily phonics sessions in Reception and key stage one. We use Read Write Inc Phonics (RWI) to give our children the best possible start to their reading journey. Children are grouped by ability to ensure that the learning is at the most appropriate level for their needs and are continuously monitored to ensure they make the best possible progress. From year two onwards during our whole class reading sessions we teach explicit VIPERS skills. These reading sessions are separate from our Literacy lessons, although texts may complement literacy or another curriculum area. During a typical week, the teacher will plan a range of activities that are linked to VIPERS skills. They will share which VIPERS skills the children will be focusing on for that session, using displays to reinforce learning.



## Speaking and Listening

At Maybury Primary, we believe that all our children can become clear, fluent and confident speakers. We provide a range of speaking and listening opportunities such as, drama, presenting, questioning and the use of 'Talk Buddies'. Teachers use a range of strategies to encourage children to articulate their thinking and listen critically to others. As many of our children speak English as an additional language (EAL), we are addressing the deficit in their knowledge of English vocabulary. Staff are mindful of the correlation between a strong spoken vocabulary and achievement in Reading and Writing. 'Word Aware' and knowledge organisers are used to introduce new vocabulary and to develop our children's understanding of what words mean.

## Maths



Maths at Maybury provides a foundation for understanding the world; the ability to reason and problem solve mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

There is a strong emphasis on Mastery, which supports children in having a secure understanding of mathematical concepts and processes, combined with a genuine procedural fluency. Children are able to apply their understanding of a concept in a wider variety of contexts, some of which are more difficult. They can manipulate the facts they know and the skills they possess in order to solve more complex problems.

At Maybury, there is an expectation that all children can succeed in Maths, giving children a secure and sustainable understanding of mathematical concepts by using a CPA approach (Concrete, Pictorial and Abstract). Children who master a concept easily are expected to deepen their understanding, for example by applying it to solve problems embedded in mathematical investigations or more complex contexts. Children who do not master an objective with the rest of the class are supported to enable them to gain more experience and achieve mastery, for example through fast feedback (during lessons), same-day intervention (conferencing), plus longer-term help if necessary.

We encourage all learners to become fluent in their times tables to allow them to make excellent progress in Maths lessons. All children have access to Times Table Rockstars at school and at home. This is an online game to practice times tables which comes packed with activities for children of different ages allowing them to progress at a pace appropriate to their own individual abilities. All children at Maybury have access to technology where they can play mathematical games to consolidate and apply their learning.



Every day the children complete daily arithmetic sessions and apply prior learning using Flashback 4 slides at the start of each Maths lesson.

## Science

At Maybury, we recognise the importance of Science in daily life. Science is taught in units laid out in the National Curriculum, and we use this to plan lessons and to ensure coverage and progression throughout school. We embed Scientific enquiry skills in each topic, as well as topic-specific vocabulary and opportunities to investigate. We want our children to believe that they can grow up to be scientists and inventors. We try to use our outdoor school environment where possible to support learning and plan a range of school trips and workshops throughout the year to bring Science to life and to provide first-hand experiences.



We aim for Science learning to increase children's knowledge and understanding of our world, and to develop skills associated with Science by exploring and talking about their own ideas, asking their own questions and solving problems, allowing every child to achieve their full potential. We strive to develop the natural curiosity of our children and encourage respect for living organisms and the physical environment. We aim to help children develop an understanding of key scientific concepts whilst engaging in meaningful enquiry, so that they may succeed in all areas of Science.

## The Foundation Curriculum

In each year group children cover the New National Curriculum (2014) through a range of exciting learning experiences.

## History

At Maybury Primary School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and achieve as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We endeavour to ensure all pupils succeed regardless of ability, every child can be an historian.



## Geography

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives, to believe that they can have a positive impact on the environment around them. Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Woking so that they can achieve of real sense of who they are, their heritage and what makes our local area unique and special. We are also developing the children's ability to apply geographical skills to enable to confidently communicate their findings and geographical understanding to a range of audiences and succeed in becoming geographers. Where possible, links are made to our local area during Geography lessons and our international week provides the children with a rich understanding of a range of different cultures and traditions. Our four areas of focus are for children to develop their: contextual world knowledge, geographical understanding, geographical enquiry and mapping skills.

## Art

At Maybury we believe that pupils should be exposed to a broad range of different kinds of arts, craft and design. They should be able to think critically about art and design, including their own.

Children will develop their understanding of the visual language of art, and the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) and these are developed by providing a curriculum which enables children to reach their full potential. As children progress through each year group, they will develop their techniques and have the opportunity to apply these creatively with no ceiling on what they can achieve. The teaching and implementation of our Art and Design Curriculum at Maybury Primary is based on the National Curriculum, we ensure a well-structured approach to this creative subject where all children can succeed. Producing 'art' at Maybury is like going on a journey where children have opportunities to explore techniques and materials, learn and practise new skills through mimicry and looking at the work of artists. The outcome is unique for each child where they are able to be independent and make their own choices.



5 Stages of the 'Art Journey.'

Observation/research

Explore (teaching of a technique)

Mimic the style/technique

Try different media

Unique – produce own work in the style of an artist or using new techniques/skills taught.

The skills, knowledge and key vocabulary that children will develop throughout each art unit are mapped across each year group and throughout the school to ensure progression. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, with children developing a considerable knowledge of individual artists as well as individual works and art movements. A similar focus on skills means that children are given opportunities to express their own creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, sculpture as well as printing and collage. From Year 1, our children are provided with a sketch book in which they can explore, mimic and practise new skills and produce their own work.

Local artist studies, trips and workshops ensures that art is given high status in the curriculum. The school takes part in 'Station Art' which enables us to showcase our artwork within our local community for all to enjoy and celebrate.

## **Design Technology**

At Maybury we believe Design Technology is a key part of our broad and balanced curriculum. It is our intent for Design Technology to offer children the chance to use creative thinking and design within a defined purpose and tangible outcome. Through a variety of creative and practical activities, pupils at Maybury are taught the knowledge, understanding, skills and vocabulary needed to achieve a process of designing and making. At Maybury DT is carefully planned through the use of 6 key principles to allow all pupils to succeed.

These are:

User - Pupils should have a clear idea of who they are designing and making products for

Purpose - Pupils should be able to clearly communicate the purpose of the products they are designing and making

Functionality - Pupils should design products that work/ function effectively to fulfil users' needs

Design Decisions - Pupils need opportunities to make their own design decisions

Innovation - When designing and making pupils need some scope to be original with their thinking

Authenticity - Pupils should design and make products that are believable, real and meaningful to themselves and others



Key skills, knowledge and vocabulary for DT have been mapped out across the school to ensure progression between year groups and to ensure complete coverage of the National Curriculum. This also ensures that there is a context for the children's work in Design and Technology; that they learn about real life structures, mechanical systems, textiles and cooking and nutrition and the purpose of specific examples. Children learn how to take risks, becoming resourceful innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology products, the children at Maybury develop a critical understanding of its impact on daily life and the wider world.

## **Music**

At Maybury we believe that children should enjoy and be exposed to different genres of music, allowing them to feel musical and develop a lifelong love for music. They should have the opportunity to participate in music through listening and appraising, singing, playing an instrument, composing and

performing while exploring the inter-related dimensions of music. These consist of pitch, duration, dynamics, tempo, texture, structure and timbre. These elements are at the centre of all music learning at Maybury.

Music is taught through Kapow, a scheme of work which provides a steady progression plan, both within each year and from one year to the next, ensuring consistent musical development. By using Kapow as the basis of a scheme of work, we can ensure that we achieve the aims for musical learning stated in the National Curriculum whilst also meeting the aims of the Model Music Curriculum.

Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.



Children are actively involved in developing the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down.

Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose, perform and succeed.

In our music curriculum we study 5 strands within our progression of musical skills:

- Listening and evaluating, creating sound, notation, improvising and composing and Performing – singing and playing. Listening and evaluating includes the following sub strands - the children responding to music, analysing, evaluating and being aware of cultural and historical awareness of music.
- Creating sound includes the following sub strands singing repertoire, singing technique, instruments and posture.
- Notation includes the sub strands understanding notation, representing pitch and representing rhythm.
- Improvising and composing includes the following sub strands – stimulus and purpose, improvising, creating and selecting sounds and sequencing.
- Performing includes the following sub strands – understanding and evaluating performance, awareness of music, awareness of self and awareness of others.

All children at Maybury Primary School have opportunities to learn and perform musical instruments, these include untuned instruments as well as tuned instruments such as the glockenspiel. In addition to our weekly music lessons, we have weekly singing assemblies and additional workshops to enhance our curriculum. The children also have opportunities to perform during class assemblies and at Christmas we put on an EYFS, KS1 and a KS2 Christmas production. Our talent competition "Maybury's Got Talent" is always a popular finale to our year where children can perform their musical abilities

## **MFL**

At Maybury, we aim to provide all of our children with a high-quality education in Modern Foreign Languages (MFL), which develops their love of learning about other languages and cultures. Currently, we teach all children in Key Stage 2 French using the Language Angels scheme. We also strive to provide children with opportunities to experience a range of other languages with so many of our

learners already speaking another language. In Key Stage 2, children will begin to learn French as an introduction to modern language with a high focus on oral spoken language. We believe through these lessons the children will make grammatical links with the English language, build upon their French vocabulary whilst learning about French culture and traditions. This will allow them to achieve an understanding of both spoken and written French and succeed in knowing the importance of languages in their future.

## Computing

At Maybury we understand that technology is everywhere and will play a pivotal part in pupils' lives. We want to model and educate our pupils on how to use technology positively, responsibly and safely. We want them to believe they can have a positive impact online. We want our pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this allowing every child to achieve their full potential. We want our pupils to be fluent with a range of tools to best express their understanding and hope by the end of KS2, children have the independence and confidence to choose the best tool to succeed at tasks and challenges set by teachers.



At Maybury, we follow the objectives from the Teach Computing scheme of work to ensure full coverage of the National Curriculum. Children have shared access to a range of hardware to support computing teaching including Chromebooks, iPads, BeeBots, LEGO WeDo sets, micro:bits headphones and we hire out VR headsets to enhance learning and engagement in computing further. The school uses a range of software to deliver the computing curriculum including paint apps, Jamboard, scratch Jnr, scratch, Chrome Music Lab, j2data, pixlr, canva, stop motion app and BandLab.



We also deliver online safety sessions half termly to the children in each year group alongside termly assemblies for KS1 and KS2. EYFS use story books with the children to ensure they are being taught about staying safe online as soon as they arrive at our school. Through our computing curriculum, children show that they are enthusiastic and confident in their approach towards Computing. They are able to identify the source of problems and work with perseverance to 'debug' them and are able to create and evaluate their own project work.

## PE

At Maybury PE provides pupils with the opportunity to learn how to be successful participants in physical activity. It allows pupils to understand what physical activity looks and feels like and believe that, with practice, they can improve their skill sets to reach high quality outcomes.

In our Physical Education curriculum, children have the opportunity to engage in a variety of team games (including football, netball, hockey and Tag rugby), as well creative and agility-based topics such as gymnastics, dance and athletics. We also teach Outdoor Adventurous Activities (OAA) in the form of Team Building and Orienteering.



In P.E sessions, they focus on the key skills needed to succeed in sport. In KS1, we work on developing fundamental skills such as throwing, catching, running, jumping and agility. They also start to develop working as a team and supporting each other. In lower KS2, we develop these fundamental skills further and embed them more within specific sports but in skill-based lessons. In upper KS2, we embed the social side of PE with good sportsmanship and having more opportunities for competition within lessons to apply their skills to games. By the time pupils reach upper KS2, they will have a deep and varied PE experience. They will be able to call upon an extensive range of skills and link these together to achieve more complex movements and tasks. They will be able to apply tactical and strategic thinking in a range of contexts.

Furthermore, we want the children to apply key values to their sport, such as respect and fairness to succeed at becoming sportsmen and sportswomen. We have strong links with teachers at our local secondary school, who support and extend our teaching of physical education, who teach P.E at Maybury every Wednesday, providing high quality CPD for teachers.



We offer a range of sporting clubs, some lead by our staff and others coached by outside sports providers. We also provide children with opportunities to try new sports outside of our curriculum with various physical school workshops, such as fencing, archery and fitness. Our good links with our EEEA academy schools and our local Woking schools (WASPS) provide children with opportunities to attend inter-school activities and apply their skills in a different environment.

To help with engagement in physical activity, we have a wide range of resources and equipment to maximize the physical opportunities in school time for our children, including equipment for active play and lunch times.

## Religious Education

At Maybury we follow the 2023 Surrey Agreed Syllabus. This syllabus promotes tolerance of and respect for people of all faiths, cultures and lifestyles which supports our school's multicultural beliefs. It focuses on teaching the children about several of the main faiths: Christianity, Islam, Judaism, Hinduism, Humanism, Buddhism and Sikhism. The syllabus focuses on improving children's understanding of each religion's teaching by building on previous learning ensuring progression throughout their time at Maybury. The children are also taught units about comparison and spiritual development which encourage them to reflect on their learning about religion and life as well as how we can learn from religion.

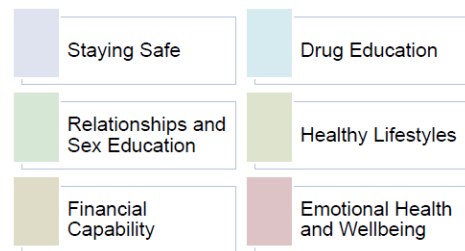
We **believe** that **Religious Education** is an essential component of a broad and balanced education. Religious Education is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives and it provides opportunities to explore, make and respond to the meanings of those experiences. It is the aim that the teaching of Religious education at Maybury is of a high standard which helps to promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future, allowing them to **achieve** their full potential. A main aim of RE is to develop tolerance and respect within our pupils allowing them to **succeed** beyond Maybury Primary School.

The main impact of effective RE at Maybury, is that our pupils can make sense of the world and their place in it, it encourages our children can connect learning from different religious and non-religious views. The aim of RE is to develop tolerance and respect – this is clearly achieved and is evident when you meet and talk to our pupils.

## **Personal, Social and Health Education (PSHE) – Learning for Life**

This is a key learning area which underpins all areas of the curriculum but is also taught in a more specific way through focused PSHE sessions. PSHE is now called Learning for Life as it covers the six areas which educate and prepare the children to be responsible citizens that understand what it is to have a healthy, physical and emotional lifestyle. In our Learning for Life curriculum we champion diversity and inclusion and promote the protected characteristics.

At Maybury, we use Jigsaw which is a scheme of work that uses a whole school approach to PSHE. Jigsaw covers the PSHE Association's Programme of Study. It also links to values, mental health, self-esteem, social skills, emotional literacy, safeguarding and spiritual, moral, social and cultural development (SMSC).



Each Jigsaw lesson has a PSHE focus and an emotional literacy focus. There are 6 'jigsaw Pieces,' or topics, one for each half term. Each half term, the whole school will focus on the same jigsaw piece. Children revisit and build on their learning ensuring progression as they move through the school.

Our key areas of learning are:

Autumn 1 – Being Me in the World

Autumn 2 – Celebrating difference

Spring 1 – Dreams and goals

Spring 2 – Healthy Me

Summer 1 – Relationships

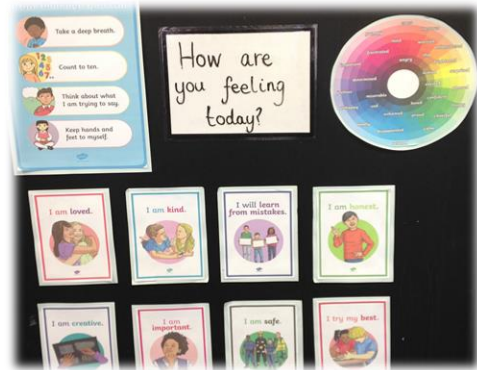
Summer 2 – Changing Me (A Christopher Winter's scheme was carefully adapted in consultation with parents).

Children learn about being part of the school community, local community and being part of the British society. We regularly participate in national and local focused weeks and projects such as 'Anti-Bullying Week' and 'Online Safety week' which help children to learn about keeping themselves safe, healthy and responsible citizens. Children also learn about others living in challenging circumstances and help to support charitable bodies and causes through national fundraising days such as 'Children in Need'.

Learning for Life is enhanced by the commitment to focus on Well Being and the school were awarded the Wellbeing Award in October 2021. The school also has a wellbeing week each year where we have many outside providers leading wellbeing activities such as yoga, dance workshops, brush parties and sports coaches. Staff and children are surveyed regularly to find out about their Well Being and all views are considered to ensure that everyone is heard.



*Worry boxes and feelings books are displayed in the classrooms*



*Displays encourage children to reflect on their feelings*

## **After School Learning**

Our school has a number of after school learning clubs run by teachers and support staff at no charge to parents. Our clubs are very popular and support learning in a number of curriculum areas. We offer a range of clubs, including: football, netball, table tennis, indoor sports, wellbeing, computing, singing, drama, young carers, construction, Lego, mindfulness, cooking and booster clubs.