



Curriculum statement

Our ethos

At Bells Farm, we aim to ensure that every child is prepared for learning, embraces the challenges of learning and strives to do and be their best. Our school motto – “Enjoying our learning....aiming for excellence” encompasses this ethos. We believe that every child has the right to the highest possible standards in their education so that they have the skills they need to succeed in life. Through equality of opportunity to access the curriculum and opportunities beyond the taught curriculum, we aim to ensure that children leave this school fully equipped to progress through life as educated citizens. We know that every child is a unique and special character, with individual abilities and needs. We can only succeed in achieving our vision if we know each child well and plan our systems around their needs.

Our vision

We believe that every pupil in Bells Farm is entitled to:

1. be safe, secure and happy in a school environment which has their welfare, safety and education at the heart of everything it does;
2. learn in a values - based community, which fosters care and respect for, and acceptance of themselves and others;
3. quality teaching across a broad and rich curriculum which enables all children to achieve their potential;
4. support to grow as confident and successful individuals.

The following sections outline how we work towards making this vision a reality.

1. Be safe, secure and happy in a school environment which has their welfare, safety and education at the heart of everything it does;

Pastoral care at Bells Farm

Children need to feel safe, secure and happy. Without this in place they will not be ready to learn and grow in confidence as they enjoy each individual success in their learning. At Bells Farm, the welfare of children is at the heart of everything we do.

We believe that children's social, emotional and physical welfare is the foundation for their education. An unhappy child cannot successfully access the curriculum. We have a strong pastoral team working in partnership with the community and the whole school staff to ensure we meet the needs of our children.



The pastoral team

The team comprises of the Headteacher, Assistant Headteacher for Curriculum, Assistant Headteacher for Inclusion (SENDCo and Mental Health Leader), Senior Learning Mentor and Family Support Co-ordinator. All members of the team are qualified Designated Safeguarding Leads, led by the Headteacher as principal DSL. As a team, we collaborate and communicate daily and meet formally every week.

Our universal offer

Every child is met and greeted as they come through the doors, into a familiar framework of routines and positive relationships. Teachers and children “check in” with each other, and “check out” at the end of the day. Any concerns about a child, however apparently small, are shared with a member of the pastoral care team, and advice is sought and given. Every child is enabled to gain access to the curriculum through quality first teaching and tailored support as needed. PSHE and circle time pick up on worries or concerns which are dealt with and/or referred to the Pastoral team for further support. Children are encouraged to share any issues they have with the trusted adults in school, at any time of the day. Children who are new to school, in year, are taken through this as part of their induction, and have time allocated to them by the Learning Mentor until they settle in to school. The Family Support Co-ordinator makes herself available to new parents to discuss any family worries or concerns and to offer or signpost support. Each September we hold ‘Meet the Team’ events where parents can come in and meet these members of staff.

Behaviour in school is intrinsically linked to a child’s feeling of safety and security throughout the day. The school’s behaviour policy is firmly rooted in clear and consistent boundaries and expectations and recognition of good behaviour. Staff are all trained in emotion coaching and use this to support children across the school day. Through the Peacemakers’ approach, children are taught to take responsibility for their own behaviour and are supported to resolve conflict as it arises. Children are taught how to recognise bullying, how to share their concerns with a trusted adult and know that they will be listened to, and then be at the centre of the resolution. Parents and carers are kept informed of and engaged in resolutions as and when required. Any concerns reported by parents and carers are dealt with swiftly, with a member of senior leadership contacting them on the day through a phone call and/or a face-to-face meeting.

All adults who work with children are attuned to the individuals within school. They are responsive to any changes in behaviour and refer to the pastoral team who are swift to react and follow appropriate procedures and policies. The pastoral teamwork collaboratively to plan to meet the needs of the child, involving the child’s parents/carers, and external agencies where needed. Bells Farm uses CPOMs to log concerns.

2. Learn in a values - based community, which fosters care and respect for, and acceptance of themselves and others.

Values at Bells Farm



Promotion of and teaching of values is designed to prepare children to be good citizens within the community and the wider world. At Bells Farm we teach British values in accordance with guidance from the Department for Education which reinforces the need to:

“Create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

These values are endorsed and taught through the PSHE curriculum themes, value words, circle time, assemblies and the school council. Through the PSHE and wider curriculum, children have the opportunity to discuss a variety of topics, sharing their thoughts and opinions and are listened to. Teachers respond to issues raised through circle time and use of Peacemakers and respond in the moment.

3. Quality teaching across a broad and rich curriculum which enables all children to achieve their potential.

4. Support to grow as confident and successful individuals.

The Bells Farm Curriculum

Planning of subjects

Long and medium term planning for subjects takes the form of termly/half-termly planning units, with themes connecting some subjects together from reception to year 6. National Curriculum subjects are organised as follows at Bells Farm, and cover the breadth and depth of study across the key stages. Each subject has an overview which ensures a sequential and progressive curriculum is in place for coverage of key skills, knowledge and understanding. For further details of the provision in each subject, please refer to the individual subject areas.

- English and mathematics are taught daily throughout the year with links made to the term's topic where relevant and where there is potential to enhance learning;
- Science is taught weekly. Planning covers the skills and knowledge of the National Curriculum in half-termly units of work, and this draws on resources from the 'Developing Experts' scheme.

- Design and technology is taught in three cross curricular projects over the year, operating through a plan, make and evaluate cycle.
- RE is taught weekly and planned within the framework of the Agreed Syllabus for Birmingham supported by the Jigsaw scheme of work.
- PSHE taught weekly through lessons/circle time sessions from long term plans for each year group from the Jigsaw scheme of work.
- Computing is taught in weekly sessions throughout the year, and links made to the relevant subject areas where relevant – for example, giving the learning about multimedia a context such as digital mapping and subject presentations.
- Art is taught weekly in units of work. Each class studies at least one artist increasing to three as they progress through Key Stage 2.
- Music is taught weekly and the planning draws on the Charanga scheme of work. Year 3 learn to play the recorder. Year 4 learn to play ukuleles through a weekly lesson throughout the year – including opportunities to perform at end of term concerts for parents and carers. Year 5 participate in the Young Voices concert, and an opportunity to be part of the school choir is provided as an extra-curricular activity.
- History and Geography are taught in half-termly units.
- PE is taught twice every week with support from a specialist coach. This academic year, we are trialling having a swimming pool on the school site for a two-week intensive swimming course for Y1-Y6.
- French is taught by a teacher from “Gramacri” company once a week from Y1-Y6.

The term's planning for each year group is summarised and published on the website. Knowledge organisers are used for Science, History and Geography. Each term's curriculum is reviewed and evaluated for development and improvement of provision.

Early Years Foundation Stage

Within the Early Years at Bells Farm, we have high expectations for all of our children and we aim to lay a secure foundation for their future learning. We engage children in learning from the very start and expect our children to leave our Early Years ready for school life as happy, confident and skilful communicators who are curious about the world.

Within our setting, we follow the Early Years curriculum using topic themes and enrichment opportunities. Our provision is underpinned by an effective balance of adult-initiated and child led learning. We use a continuous cycle of observations and assessments, planning/teaching, alongside structured and systematic lessons and guided group work.

The three areas particularly important for building a foundation for sparking children's curiosity and enthusiasm for learning, forming relations and thriving are the Prime Areas of the curriculum:

- Communication and language
- Physical development
- Personal, social and emotional development



These Specific Areas help children to strengthen and apply the prime areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



These areas of development in our Early Years provision are underpinned by the Characteristics of Effective Learning.

- Playing and Exploring – children investigate and experience things, and 'have a go'
- Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Having these characteristics interwoven into our curriculum and practice it allows us to reflect on each child's development and adjust our practice accordingly.

The English curriculum is taught using Talk for Writing. Children develop their literacy skills by the imitation of stories that they learn using actions and story mapping techniques. They also learn about the characters, sequencing, labelling using adjectives and writing simple sentences in preparation for the Key Stage 1 curriculum.

The Mathematics curriculum is taught through daily dedicated sessions, following the White Rose Maths scheme. These sessions are carefully planned using concrete resources and build on prior learning and real-life experiences across the theme and year. This starts with mastering numbers 0-5 and then progresses through to 0-10 and 0-20. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.



Phonics is taught daily following Phonics Shed scheme. Children begin in the autumn with Chapter 1 (Environmental Sounds) and move on to Chapter 2 and Chapter 3 throughout the remainder of the year focusing on applying their phonics to reading and spelling for writing.

In Early Years at Bells Farm reading is an integral part of our learning and provide a daily ERIC (Enjoying reading in class) session and visit our school library to foster the love of books. Children read with adults at least twice a week and are encouraged to read with their parents at home every day. The children also have access to our reading corner within our classroom.



Our children's physical and mental wellbeing is important to us and we teach them important self-regulation techniques and how to build positive relationships. We hold weekly Jigsaw PSHE circle times to develop our children's emotional Literacy, encourage mindfulness and provide a quiet time to talk. Weekly we also deliver a Jigsaw RE circle time. This is where we want our children to build on their tolerance, kindness, respect and empathy for all as well as learning about different religions, cultures and places of worships.

We have a weekly PE session to develop and practice fundamental gross motor skills (balance, co-ordination and movement) which feed into our classroom fine motor skills. All of our children learn to dress and undress themselves into their kits.



Every week the children and adults love to take part in our Muddy Mondays. The children get very excited about exploring nature and being in the outdoors. All seven areas of learning are encompassed within these sessions whilst developing leadership skills and promoting mental health and wellbeing.

It is an important part of our Early Years approach to engage with parents as soon as possible and maintain positive relationships throughout the year. We hold a

variety of parent workshops throughout the year for academic support phonics, reading and maths.

Wider curricular opportunities

Visits

To bring the curriculum alive and make it relevant, children have at least one off site visit in each year which is planned into their learning. These visits include local walks as well as visits to Twycross Zoo, Botanical Gardens, Thinktank and Birmingham Museum and Art Gallery. We plan for visitors to deliver fun and exciting sessions related to a curriculum area in each year group.



School clubs

A range of after-school clubs at Bells Farm is provided by staff, including this year:

- Football
- Chess
- Multi-skills
- Drawing
- Drama
- Choir
- Computing
- Science
- Homework

Teaching and learning





At Bells Farm we have identified key behaviours which are fundamental success:

- Listening
- Concentration
- Perseverance
- Pride
- Independence
- Working with others

These are recognised and rewarded in Star Assembly and Excellent Work assembly.

Teaching and learning at Bells Farm is underpinned by key strategies that ensure children know more, can remember more and therefore do more:

- revisit prior learning at the start of lessons
- quizzes and low stakes tests
- 'anchor tasks' requiring application of prior knowledge
- demonstration
- modelling of concepts (my turn, our turn, your turn)
- regular checking of understanding
- in the moment marking and feedback

We aim to ensure that children are engaged in frequent learning tasks through talking, questioning and doing purposeful activities relating directly to the intended outcomes of the lesson. Children are grouped in different ways for different purposes. Children with SEN are supported to access the curriculum via the use of scaffolds, adapted tasks and resources. The attainment and progress of all children is tracked as part of our cycle: assess, plan, do, review. Interventions are planned for and reviewed to include recommendations from external agencies. School has access to an Educational Psychologist, Language and Learning Strategic Support, Speech and Language therapist, Communication and Autism Team, Physical Support Service and Occupational Therapy Service. Children with Education and Health Care Plans are supported to ensure their needs are met in accordance with their plan.

We judge the effectiveness and impact of teaching through our monitoring system, consisting of:

- Learning walks
- Pupil voice
- Meetings to review planning as required
- Looking at children's work
- Standards and moderation meetings
- Termly pupil progress meetings to review assessment data
- Recorded outcomes on class blogs

CPD to support improvement of teaching

We encourage teachers to identify their own strengths and weaknesses, through reflection and shared feedback from monitoring. CPD can be accessed through various sources, including coaching within school, focused observation of the practice of others, collaborative work in the consortium, directed reading and focused and purposeful external courses and internal training. We also use external agencies to deliver specific training around inclusion. We use Walkthrus as one of our internal strategies for CPD.

Individual subject areas

There are policies for each of the subject/aspect areas listed below. Many of these are available on our school website or a paper copy will be made available on request. Should parents/carers have any queries about the curriculum, they are welcome to make an appointment to discuss these with the Headteacher/Assistant Head Teacher.

English

At Bells Farm, we believe that developing a love of our language in our children is vital in achieving success at school and later in life.

The exploration and enjoyment of the English language is our priority and we value all its aspects – speaking, listening, reading and writing. English is taught daily across the whole school with work appropriately differentiated to match all abilities.

Phonics

Phonics is the crucial first step children take in moving from enjoying listening to stories with their families to becoming able to immerse themselves in the world of books. At Bells Farm, we follow 'Phonics Shed' which is a narrative-driven multi-sensory approach that brings learning phonics to life. As part of this, we strive to provide catch-up and keep-up session daily to ensure that no child is left behind in their reading journey.

Spoken language

Talking is fundamental to learning and underpins all aspects of our English curriculum. Pupils are encouraged to speak clearly, confidently and with expression in order to convey their thoughts and opinions.

Just as important as speaking, is the ability to listen carefully to others and respond in an appropriate manner. At Bells Farm Primary,



pupils are given opportunities in all areas of the curriculum to develop their speaking and listening skills, in paired, group or whole class situations. Role play, debating, discussion, presentation (as individuals and in groups), and drama activities are intrinsic elements of speaking and listening across the school.

Reading



Children who read for pleasure develop a richer vocabulary, gain more knowledge and become more independent learners. As a 'reading for pleasure' school, we ensure children have a range of opportunities to develop their love of reading and books.

Guided Reading is an important part of our curriculum. Children work in focused groups to develop their reading skills and their understanding of texts.

We provide children with rich reading experiences within the English lessons and encourage them to appreciate the author's use of language and writing techniques in order to develop their own writing skills.

Our children take their reading books home daily to share with their families/carers. As they go through the school, they are given more responsibility for making their own reading choices from the resources we have in school. Our well stocked library is open throughout the day for children to choose their books. Each class has its own reading area which is stimulating and designed to promote a love of reading and books.

Spelling

We place great value on the importance of accurate spelling. At Bells Farm, we follow a structured programme of spelling that begins with our teaching of phonics in Reception and Year 1. This then progresses into KS2 where children will begin to develop an understanding of etymology, morphology and how this relates to spelling to allow our children to be as successful as they can at spelling.



Writing

At Bells Farm Primary we aim for children to be successful independent writers. In Key Stage 1, we use the “Talk for Writing” programme (Pie Corbett) to meet the required standards of the National Curriculum, and to instil the approaches of “reading as writers” and “writing as readers”. At its core, this approach focusses on children being able to speak and retell familiar stories before they write them; developing children’s oracy and spoken language before they begin writing.

In Key Stage 2, we develop children’s ability as writers through focusing on quality texts and teaching them to develop their abilities to write for different purposes – to entertain, express, inform and persuade. We encourage children to write clearly and with confidence across a range of genres promoting the purpose for different styles of writing. We teach them to use punctuation and grammar accurately, to be able to proof-read their own work and make amendments and improvements. Our focus on high standards of presentation encourages children to place value on the development of correct letter formation and neatly presented handwriting. We encourage children to feel pride in their work and not to accept anything but their personal best.



Through our English curriculum, we aim to nurture in the children a love of literature and language, and the confidence to continue reading and writing throughout their lives

Mathematics

Mathematics helps us to make sense of our world. It is a powerful, universal language used to explain, predict and represent events and tackle everyday problems. Mathematics is of central importance to our modern society. It is an essential part of everyone’s daily life and critical to science, technology, finance and engineering. Mathematics is necessary for any employment or independent life.



The Maths Curriculum is delivered using the White Rose scheme of work which is followed

to ensure continuity and progression from the Foundation Stage through to the National Curriculum. The focus is on mastering concepts and ideas in mathematics

at an age-appropriate level. This mastery approach to the teaching of mathematics contributes to our high expectations of all our pupils. We endeavour to make the mathematics curriculum accessible to all pupils; moving them through the programmes of study at broadly the same pace. All children need a deep understanding of the mathematics they are learning in order that future learning is built upon firm foundations.

At Bells Farm the aims of our maths teaching are aligned with the aims of the National Curriculum: fluency, reasoning and problem solving – both in the mathematics lesson and across the curriculum. Children need to learn basic number facts and arithmetical procedures, both mental and written and acquire fluency in procedures, alongside developing conceptual understanding if they are to be able to solve increasingly complex problems in life and later in the workplace.

Children will learn individually and in mixed ability pairs and groupings throughout their time at Bells Farm. They will also experience using a range of equipment, including ICT, to develop their mathematical understanding. We aim to ensure that all children are able to appreciate how mathematics links to everyday life and we promote the fundamental skills of time telling, weights and measures, money (including finding change) and reading and interpreting timetables.



We work together to ensure that our high expectations for all children drives the children's learning forward. We believe that all children can be successful in maths and are dedicated to supporting and challenging each child to enable them to do so.

Science

At Bells Farm, we encourage children to be inquisitive throughout their time at the school and beyond, and plan our science curriculum accordingly. We aim to foster a healthy curiosity in children about our universe and promote respect for the world around us. Throughout their education in science, the children will acquire and develop the key knowledge that has been identified within each unit and across each year group, as well as the application of scientific skills. We plan to ensure that scientific skills are built on and developed throughout children's time at the school so that they can apply their knowledge of science when using equipment, conducting experiments, asking



questions, building arguments and explaining concepts confidently.

Emphasis is placed on working scientifically with links being made explicitly between English, maths and other curriculum areas wherever possible. From Reception to year 6, we want the children to keep building on their previous learning.

At Early Years Foundation Stage, the science curriculum for reception class is planned on a programme of thematic areas. The relevant key science skills are delivered through these themes. Children have the opportunities to explore the natural world around them, making observations and drawings; learning about similarities and differences between contrasting environments; understanding some important processes, including the seasons and changing states of matter; and be encouraged to offer their own ideas and explanations using recently introduced vocabulary.

Moving into year 1, children build on their learning in the early years. Throughout key stages 1 and 2, science is taught in planned and arranged units of work in each class, including weekly retrieval questions, to ensure the learning sticks and deepens as they progress through the year and through school. Through the planning, there will be problem solving opportunities that allow children to use and apply their knowledge and working scientifically skills to find out answers for themselves. Children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers. Teachers plan a programme of work which will build on the knowledge and skills of the National Curriculum units. They draw from the Developing Experts scheme of work.

Art

Art contributes to the development of the whole child emotionally, aesthetically, physically, socially and cognitively. It provides all children with the opportunity to express themselves imaginatively, creatively and develop their understanding of, and respond to the world around them. Pupils are exposed to many visual, tactile and sensory experiences. Bells Farm Primary School enables pupils to become involved in, enjoy and appreciate the visual arts and how it can enrich their personal lives. They learn the part that art and design plays in their own and others' lives, in contemporary life and in different times and cultures.



Design and Technology



Design and Technology provides our children with an opportunity to tackle problems of a practical nature. The cross curricular nature of Design and Technology offers a setting for the children to apply knowledge and skills from a number of other subjects including Geography, History, Art, language, maths and Science. Skills are developed using tools and machines in designing and making artefacts and food products with an emphasis on healthy living. Working with a variety of materials aims to help children learn important life skills.

Children learn independently and in groups, learning to co-operate, plan, design and make and evaluate their work. They learn to make their own decisions with help and encouragement.

Geography



Geography develops children's knowledge and understanding of people and places. At Bells Farm, we learn about the wider world as well as local areas, looking at the physical, social and economic issues surrounding each country under study. Use of maps, atlases, photos and the internet ensures a well-balanced and interactive method of learning for all children. There are many cross-curricular links with subjects such as History, English, maths and ICT – for example, through the use and application of high quality digital mapping resources.

In the Early Years Foundation Stage, geography is encountered through the Early Learning Goal of Understanding the World and involves guiding children to make sense of their physical world and their community. Children's early geography skills and knowledge are planned for within a thematic curriculum, which has carefully planned opportunities to stimulate a growing awareness and interest in the local physical and human environment and the wider world.

At Key Stage 1, we aim to build on the knowledge, skills and language of geography gained in Foundation stage, through continuing a thematic approach to the subject, making further explicit links to other subjects in order to deepen learning. Each strand of the National Curriculum for Geography is incorporated into the planning, to develop children's knowledge of location of the world's major physical features and develop geographical skills through fieldwork, observations and a range of maps. Children are taught to describe and compare places near and far using geographical vocabulary and appreciate both the human and physical characteristics of places, including an evaluation of man-made changes to the environment.

At Key Stage 2, we aim to ensure that children extend the depth of geographical enquiry and broaden the range of study to other areas of the developed and developing world. Geography planning begins with the detailed mapping of progressive knowledge and skills of each of the strands, carefully reviewing and strengthening the learning from key stage one. Planning of geography units become increasingly discrete to ensure the wide range knowledge and skills are directly taught. Specific spoken and written learning opportunities are planned into each unit, as well as authentic links where relevant, to maths, science, design technology, history, computing and PSHE. We continue to develop geographical skills through fieldwork in the wider area, observations and a range of maps including use and application of digital mapping. Children develop an increased awareness of physical and human factors which determine the nature of places and to describe and explain their similarities and differences. They research local, national and global issues and form opinions for debate – developing awareness of their responsibilities as Global Citizens.

History

At Bells Farm we aim to provide a high-quality history education which helps pupils gain a knowledge and understanding of the past. We aim to provide first-hand experiences of history with role play, workshops and trips to help children understand that history is about real people who lived, and about real events which happened in the past.

We have developed an enquiry-based curriculum to enable children to understand that the conclusions

that have been made about the past by historians are based on evidence. Within our





curriculum, we have lots of opportunities for the children to think like young historians, which will in turn develop their substantive and disciplinary knowledge of the subject.

Within the Early Years Foundation Stage, history is included as part of 'Understanding the World'. Within this, the children are given opportunities to talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now; and understand the past through settings, characters and events encountered in books.

In Key Stage 1, children are taught to build on the awareness of the past started in the early years, using common words and phrases relating to the passing of time. They are taught a wide vocabulary of everyday historical terms and where the people and events they study fit within a chronological framework. Key Stage 1 is where the children are first introduced to the six disciplinary concepts. Each unit of work has a main historical enquiry associated with a disciplinary concept, and then each lesson is broken down into smaller enquiries. The sequence of lessons has been carefully planned to help children build on their knowledge and feel confident in answering the historical enquiry of the unit.

In Key Stage 2, children develop a wider and deeper understanding of different periods of history. They explore the six disciplinary concepts further and in greater detail as each lesson has a focus on a different disciplinary concept within the enquiry that is being explored. This enables the children to build on their knowledge and understanding of the six disciplinary concepts greatly throughout their time in Key Stage 2. The children will also be provided with opportunities to develop their understanding of key substantive concepts in history, such as trade, invasion, monarchy, etc. The children's schema of these concepts will start to form when they are first exposed to each concept. As they progress through Key Stage 2, they will develop their schema further and not only be able to define the concept, but also provide examples and make connections between different periods of time.

Throughout their time at Bells Farm, the children will be encouraged to think like young historians. They will be drawing their own conclusions about the past using different sources of evidence in order to help them understand that this is how it is completed in the real world by real historians.

PSHE

At Bells Farm we use Jigsaw PSHE as our whole school approach to Personal, Social, Health and Economic Education. Jigsaw is a carefully structured and progressive programme that supports children's personal development, mental health, and emotional wellbeing, while also delivering the statutory requirements for Relationships and Health Education



Jigsaw brings together PSHE, emotional literacy, social skills, and spiritual development in a comprehensive framework. It is designed to equip pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become responsible members of society.

The scheme is organised into six half-termly units, known as puzzles, which are taught across the school: Being me in my world, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing me.

Through weekly sessions, children develop resilience, empathy and mindfulness. The consistent structure across all year groups supports emotional regulation and positive behaviour, helping pupils to feel valued and safe.

Jigsaw PSHE underpins our school's ethos and values, fostering a caring and inclusive learning community where every child is supported to reach their full potential both academically and personally.

Relationship Education

Our Relationship Education Policy is in line with the national statutory requirements. New RSHE guidance for schools in England was published by the DfE in July 2025 for implementation by September 2026. Bells Farm use the Jigsaw program to provide focused learning for all year groups covering all areas of relationship education at an age appropriate level.



Physical Education (P.E.)

At Bells Farm Primary School, we believe that Physical Education, delivered in a safe and inclusive environment, is essential to children's physical, emotional and social development. Our curriculum is designed to inspire all children to enjoy, succeed and participate in PE. It supports their well-being, promotes lifelong healthy habits, and develops fundamental movement skills applicable across a range of sports and physical contexts.

Through PE, we aim to foster resilience, teamwork, cooperation and communication skills, while also

teaching values such as fairness, equity, respect, and sportsmanship. All children are encouraged to develop confidence, strive for personal excellence and celebrate both effort and achievement. PE also equips pupils with life skills, including water safety and the ability to swim competently. Our aim is that children leave our school with the confidence, knowledge and skills to lead active, healthy lives and to enjoy sport and physical activity in a wide range of contexts.

We provide a broad and balanced PE curriculum that includes a range of activities such as gymnastics, dance, football, basketball, swimming and tennis. PE is taught through two lessons per week, covering both indoor and outdoor disciplines. We follow a structured scheme of work from The PE Hub, which builds knowledge and skills progressively from EYFS to Year 6.

In EYFS, physical development is supported through targeted provision and a discrete PE lesson that focuses on fundamental skills such as balance, coordination, and movement. In KS1, children build on these foundations and begin to engage in structured games and explore basic tactics. In KS2, children refine and apply their skills in more complex and competitive contexts and develop their ability to evaluate performance and set goals.

PE is fully inclusive and adapted where necessary to ensure every child can access and succeed. Activities are differentiated to support and challenge all learners. Assessment is ongoing and supports teachers in planning and tracking progress, using The PE Hub assessment and reporting tool. Enrichment opportunities include lunchtime and after school clubs such as multi-skills and yoga. Our children leave school prepared to stay active, healthy, and confident in their physical abilities.



Computing

Our Computing curriculum prepares pupils to thrive in a fast-changing digital world. Pupils acquire skills and knowledge that help them become confident, creative, and responsible digital citizens. In 2025, we achieved Computing Quality Framework status from the National Centre for Computing Education, recognising our commitment to excellence in computing education.

What We Teach

We focus on three key areas:

- **Computer Science** – How computers work and how to design and program them.
- **Information Technology** – Using technology purposefully for tasks like word processing, spreadsheets, photography, music creation, and communication.
- **Digital Literacy** – Staying safe online and understanding the impact of technology on everyday life.

How We Teach

Our curriculum is delivered through five themes:

- Technology in Our Lives
- Programming
- Multimedia
- Handling Data
- E-Safety

We use high-quality resources such as *Teach Computing* and *Purple Mash* to ensure engaging and progressive learning.

Our Approach

- **Declarative Knowledge** – The factual understanding of computing concepts, principles, and vocabulary. It focuses on “what” you need to know, such as key terms, rules, and theoretical ideas that underpin computing.
- **Procedural Knowledge** – The ability to apply methods and processes to complete tasks, including programming, debugging, and problem-solving. It focuses on “how to” skills—using logical steps, algorithms, and computational thinking.

We have a wide range of hardware including laptops, touchscreen devices and Microbits (computing on a chip) for physical computing. Online safety is taught



throughout Computing and PSHE, supported by our nationally recognised award for outstanding online safety.

Our Impact

We aim for pupils to:

- **Be Safe and Responsible Digital Citizens** – Applying British values online, staying ahead with artificial intelligence, and maintaining strong online safety practices.
- **Be Digital Investigators** – Developed computational thinking and problem-solving skills through programming, using step-by-step processes to analyse, design, test, and refine solutions.
- **Be Digital Communicators** – Explaining concepts confidently.
- **Be Digital Creators** – Using technology creatively to achieve goals.

By the time they leave us, pupils will be ready to embrace the technological advances of the future.

Music

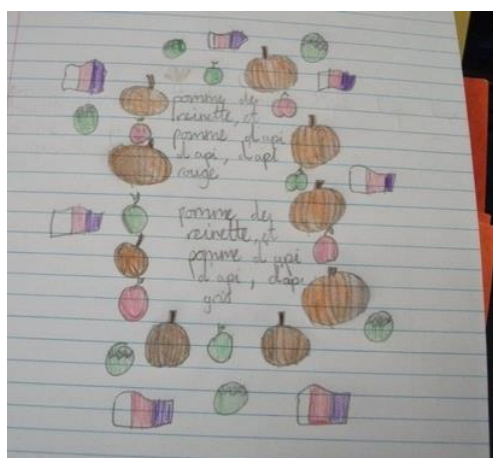
Music is taught as a whole class lesson and with cross-curricular links. The aim of teaching music is to enable a child to develop a range of skills required for their age and to have opportunities to be creative.

Music is taught in every year group using the Charanga scheme of work and instruments such as untuned percussion, glockenspiels and ukulele.



Children in KS2 will receive a number of instrument tuition lessons learning to play a tuned instrument. We record whole class performances that showcase what they have learned.

We have a well-established school choir who perform in the Young Voices concert in January.



Modern foreign languages (M.F.L.)

Learning a foreign language provides a valuable educational, social and cultural experience in preparation for future life. At Bells Farm, we teach French across school from Y1 – Y6 led by a teacher from “Gramacri”. The children enjoy “playing with language” and use it in a range of situations. The older children learn to speak and write in full sentences in a wide range of contexts. We also provide a Spanish lunch school club.

Religious Education (RE)

At Bells Farm we follow the Birmingham Agreed Syllabus for Religious Education using Jigsaw RE that is designed to ensure progression from Early Years through to KS2.

Through weekly sessions, pupils develop a secure knowledge of key religious beliefs, practices and celebrations with curiosity and respect for diverse faiths and cultures. Pupils are encouraged to reflect on their own identity, beliefs and values, and build confidence to engage in meaningful dialogue about faith and moral issues.



Through RE, we aim to prepare our pupils to be compassionate, reflective and respectful citizens in a diverse and ever-changing world.

Collective Worship



Collective reflection and awareness of the faiths of our multi-cultural community in Birmingham an important part of school life. Gathering together as a whole school creates, nurtures and sustains a sense of community and creates an opportunity to bring to life the core values of the school and local area. Our

assemblies cover a wide range of shared experiences including:

- Raising awareness of cultural events
- National themes (for example mental health awareness, anti-bullying week, fundraising events)
- Individual celebrations in Star Assembly and Excellent Work
- Opportunities for exploration of our value words and behaviours for learning
- Establishing the love of reading through story assemblies

Each assembly allows us to come together sustaining a sense of community and providing opportunities for reflection on the core values of the school.

Inclusion

At Bells Farm, we aim to develop a culture of inclusion and diversity. We make provision for pupils with a wide range of individual needs through careful planning of lessons, use of specific resources, and effective deployment of our highly skilled team of teachers and teaching assistants. Our Special Educational Needs Coordinator (SENDCo) works with parents, staff and pupils as well as other agencies to ensure the best possible opportunities are provided for every child with special needs. They are always available to discuss any concerns you may have.

The role of the Governing Body

The governing body must consider and agree the policies of the school and monitor and review their implementation. They receive regular reports from the Headteacher and need to consider the impact of the curriculum on various groups of learners within the school. They meet regularly to consider and challenge all strategic areas of school life.