



Believe ~ Learn ~ Grow

# Ridgeway Farm CE Academy

## Curriculum Framework



Our vision is for all children to believe in themselves and develop a love of lifelong learning as we grow together as part of God's family.



## Whole School Curriculum

### Believe

At Ridgeway Farm CE Academy, we believe that every child is uniquely created by God, deeply valued, and called to flourish. Our curriculum exists to inspire and enthuse our children, nurturing their God-given potential and enabling them to believe in themselves as they grow together as part of God's family.

We believe in providing a broad and balanced curriculum that develops strong core knowledge and skills, while nurturing learning behaviours that support lifelong learning. Our children are encouraged to understand their identity and purpose, recognising their place in God's world and their responsibility to serve others.

We believe education should develop the whole child – intellectually, socially, emotionally, physically and spiritually. Our curriculum is designed to:

- Inspire curiosity, joy and a love of learning
- Develop critical thinkers who show courage, compassion and integrity
- Empower children to demonstrate courageous advocacy
- Nurture spirituality, reflection and moral understanding
- Build rich language and communication skills
- Foster cultural understanding, respect and dignity for all
- Promote healthy lifestyles that support mental and physical wellbeing
- Develop strong foundations in English, Mathematics and reading
- Equip children with computing skills for life in a digital world
- Enrich children's understanding through new experiences and exploration
- Strengthen identity through community links and belonging

### Learn

We live out these beliefs through a creative, engaging and ambitious curriculum rooted in the National Curriculum (2014) and shaped by our Christian vision, ensuring every child is inspired to believe, learn and grow.



Our curriculum is carefully designed so that:

- Each year group follows a planned yearly overview supported by subject-specific progressions
- Knowledge, skills and vocabulary are sequentially built, revisited and connected
- Learning is thematic, creative and purposeful, nurturing curiosity and creativity
- Children are given time to reflect, consolidate and transfer their learning
- Direct experience sits at the heart of learning, making education meaningful and relevant
- Learning is expressed through a wide range of media, including the creative arts



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We believe learning is a shared journey. Children, staff and families work together, drawing on the resources of the school, locality and wider community to create a challenging, distinctive and inspiring curriculum. Every child is entitled to a rich, well-resourced learning environment that promotes responsibility, independence and dignity.

At Ridgeway Farm CE Academy, learning is connected and coherent. Cross-curricular opportunities enable children to make meaningful links between subjects, deepen understanding and apply skills in relevant contexts. Topics are carefully chosen to reflect both the local community and the wider world, valuing local history while also developing global understanding and cultural comparison.

Learning is enriched through educational visits, school trips and external visitors, giving children first-hand, hands-on experiences of the world God has created.

## Our curriculum design is guided by the following Christian principles:

### **Challenge and Joy**

We provide learning that is engaging, joyful and appropriately challenging, with high expectations for all. Teaching is ambitious, inclusive and aspirational, enabling mastery, depth and excellence for every child.

### **Breadth**

Children experience a rich and diverse curriculum that develops the whole person.

### **Progression**

Learning builds carefully on prior knowledge, with clear progression, assessment-informed planning, effective transition and high-quality support.



### **Depth**

Children learn in depth, enabling confident application of knowledge and skills in new contexts, nurturing creativity and independence.

### **Personalisation and Choice**

Children are active participants in their learning, with opportunities for voice, choice and ownership, respecting individual gifts, needs and talents.

### **Coherence**

Learning is meaningfully connected across subjects, deepening understanding and purpose.

### **Relevance**

Children experience learning that is rooted in real life, community and future pathways, enabling them to reflect on how learning shapes their lives, their service to others and their role in God's world.

## **Grow**

Through this curriculum, children grow into confident, compassionate, reflective and resilient learners who:

- Believe in themselves and their God-given potential



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- Love learning and seek knowledge with curiosity and joy
- Think critically and act courageously
- Live with integrity, kindness and respect
- Communicate confidently and thoughtfully
- Care for their wellbeing and the wellbeing of others
- Serve their community and value belonging
- Develop spiritually, morally and emotionally
- Are equipped for future learning, life and service

Our children leave Ridgeway Farm CE Academy not only academically prepared, but **formed in character, faith, values and hope**, ready to live wisely, love generously and grow faithfully as part of God's family.

## Early Years Foundation Stage (EYFS)

### Believe

At Ridgeway Farm CE Academy, we believe that every child is uniquely created by God, deeply loved, and wonderfully made. Early Years education is the foundation of a child's life-long journey of learning, faith, identity and belonging.

We believe children should grow as happy, confident and well-rounded individuals who develop a love of learning, a sense of wonder and a deep feeling of belonging within the school community and God's family. Our Early Years provision is rooted in Christian values of love, kindness, thankfulness, respect, forgiveness and compassion.

We believe learning should:

- Be joyful, playful and purposeful
- Nurture curiosity and creativity
- Build confidence and independence
- Develop character, empathy and relationships
- Support spiritual, emotional and moral growth
- Encourage gratitude to God and thankfulness to others
- Promote wellbeing now and in the future

We are committed to giving every child the best possible start to school life, providing the foundations for flourishing, wellbeing and lifelong success.

### Learn

We live out these beliefs by providing a safe, stimulating, nurturing and faith-filled environment where every child is known, valued and supported.

Learning is shaped through:

- High expectations for all children
- A well-resourced environment that supports repetition, consolidation and independence



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- Learning rooted in children's interests, needs and experiences
- Active learning where every moment is a learning opportunity
- A strong team planning approach centred on the whole child
- High-quality teaching that provides the foundations for the wider school curriculum

We foster a love of reading and language through rich, high-quality texts and daily reading experiences. Our 'Book Talk' approach in Reception, daily story times, nursery rhymes, phonics sessions, guided reading, home readers and access to a lending library ensure children develop strong early literacy, vocabulary and communication skills across all areas of learning.

Mathematics is taught daily through exploration, play and real-life experiences, including:

- Cookery activities (weights and measures)
- Role play (shopping, money, problem-solving)
- Daily routines and practical experiences

This enables children to develop early number sense, pattern recognition and mathematical understanding in meaningful contexts.

Staff skilfully use questioning and dialogue to deepen thinking, extend language, make connections and embed learning across the curriculum.



The Prime Areas of learning are central to our EYFS provision and are embedded throughout the curriculum, supported through:

- A welcoming and inclusive learning environment
- A strong key person system
- Targeted interventions (e.g. Dough Disco)
- Educational visits to develop language and experience
- Daily or weekly PSED sessions (cohort dependent)
- Weekly PE and Just Dance sessions (from Autumn 2)

Assessment is continuous, purposeful and formative, shaping provision daily, weekly and termly. Learning is evidenced through planning, learning journeys, classroom practice and the learning environment.

We believe learning is a partnership. Families are active participants in their child's journey through:

- Parent workshops
- Information leaflets
- Weekly newsletters
- School communication platforms and class updates
- Interactive Learning Journeys where families share progress, celebrations and 'WOW' moments

This partnership strengthens belonging, trust and shared responsibility for each child's flourishing.

## Grow

Through this loving and nurturing provision, children grow into confident, joyful and resilient learners who:

- Engage enthusiastically in learning



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- Develop independence and self-belief
- Learn to manage their emotions and behaviour
- Build positive relationships
- Show kindness, empathy and respect for others
- Communicate confidently and effectively
- Develop strong early reading and language skills
- Make good or better progress from their starting points
- Achieve well in the Early Learning Goals, often reaching GLD
- Build strong foundations for future learning and life

By the end of the Foundation Stage, the majority of children:

- Read accurately and begin to develop fluency
- Demonstrate secure language development and vocabulary
- Show confidence, motivation and independence
- Are well-prepared for the next stage of their education

Our children leave EYFS not only ready for Key Stage 1, but formed in character, confidence, faith, curiosity and hope, rooted in God's love and belonging within His family.



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# Subject Specific Intent and Implementation at Ridgeway Farm CE Academy



## Maths

### Believe

At Ridgeway Farm CE Academy, we believe that mathematics is a God-given language that reveals order, pattern and structure in His creation. We believe every child can become a confident, capable mathematician and that mathematical understanding is essential for life, learning and service.

Rooted in our Christian vision, our mathematics curriculum is designed to nurture resilience, confidence and self-belief, enabling children to believe in themselves and their God-given potential. We believe that learning mathematics develops perseverance, courage, discipline and integrity, and supports children to grow as critical thinkers and problem-solvers.



We believe that:

- All children can achieve and succeed in mathematics
- Mathematical learning should be inclusive, ambitious and accessible
- Children should experience success, joy and curiosity in mathematics
- Learning should nurture resilience, perseverance and courage
- Mathematical understanding should support children's future lives
- Mathematics should be meaningful, connected and relevant
- Children should develop a love of learning and a fascination with number, pattern and problem-solving

Our vision is to develop children who leave primary education believing they can be successful mathematicians, confident in their abilities, willing to take risks, explore ideas and persevere through challenge.

### Learn

Our mathematics curriculum is built on the principles of Teaching for Mastery, supported by high-quality, carefully sequenced resources including those from Oak National Academy. We use the CPA (Concrete, Pictorial, Abstract) approach to help children build deep, connected understanding and make meaningful links in their learning.

Children are introduced to new concepts in small, coherent steps, using concrete resources and pictorial representations before moving to abstract reasoning. We place great emphasis on mathematical language and questioning, enabling children to articulate their thinking with clarity and precision.

We aim for all children to:

- Recall key number facts with speed and accuracy.
- Apply mathematical skills confidently in problem-solving contexts.
- Reason and explain mathematical concepts and procedures.
- Express ideas using the language of mathematics.
- Apply their learning across the curriculum.

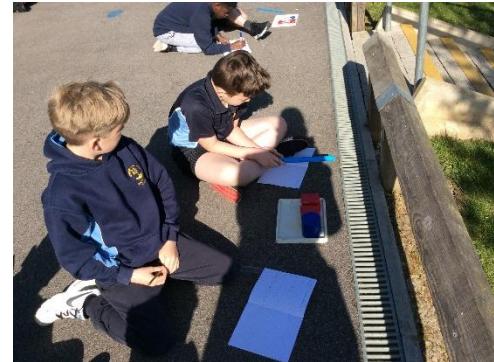
Our curriculum is designed around the Five Big Ideas of Mastery:



1. Coherence – Small, connected steps build secure understanding.
2. Representation and Structure – Visual models expose mathematical structure.
3. Mathematical Thinking – Children explore, question and reason.
4. Fluency – Regular practice ensures confident recall and application.
5. Variation – Carefully chosen examples promote flexible thinking.

In practice, this means:

- A daily mathematics lesson is taught in Year 1 – Year 6
- In EYFS, mathematics learning happens daily through teacher input, directed tasks and child-initiated play
- Mathematics is embedded in routines and across all areas of learning
- A consistent calculation policy ensures progression and coherence
- High-quality teaching delivers appropriately challenging learning for all
- Classrooms are equipped with rich concrete resources including Numicon, Base10 and counters
- Lesson starters revisit prior learning to strengthen retention
- Pre-teaching, catch-up sessions and targeted interventions (e.g. Plus 1, Power of 2) address misconceptions early
- Continuous formative assessment informs teaching and planning
- Cold and hot tasks monitor progress within each unit
- Summative assessments (NFER/SATs) support tracking and provision planning
- Times Tables Rockstars and Numbots develop fluency and recall
- Mathematical skills are applied across the curriculum in meaningful contexts



Our approach ensures that:

- Most pupils move through the curriculum at a similar pace
- Progression is based on secure understanding, not speed
- Rapid graspers are challenged through depth, not acceleration
- All children are supported to consolidate learning before moving on

## Grow

Through this curriculum, children grow into confident, resilient and reflective mathematicians who:

- Enjoy mathematics and approach it with curiosity and joy
- Believe in themselves as learners
- Persevere through challenge and difficulty
- Think critically and solve problems creatively
- Communicate their thinking clearly and confidently
- Apply mathematical understanding in real-life contexts
- Transfer skills across the wider curriculum
- Develop strong foundations for future learning and life
- Use numeracy to navigate the world wisely and responsibly



Children leave Ridgeway Farm CE Academy not only mathematically fluent, but formed in character, confidence and courage, equipped to serve others, contribute to society and live with purpose and hope — believing that they can succeed, not only in mathematics, but in life.

## English

### Believe

At Ridgeway Farm CE Academy, we believe that language is a God-given gift that enables children to communicate truth, express creativity, build relationships and understand the world around them. Through English, we nurture the whole child – spiritually, morally, socially, emotionally and intellectually.

We believe that every child can become a confident, capable and joyful communicator, and that literacy is foundational to identity, belonging, learning and future success. Rooted in our Christian vision, we seek to develop Primary Literate Pupils who believe in themselves, value their voice, and use language with confidence, compassion and integrity.

We believe English education should:

- Inspire a love of language, stories and literature
- Develop strong spoken and written communication
- Nurture imagination, creativity and expression
- Build moral, social and cultural understanding
- Foster curiosity, empathy and reflection
- Develop confident readers, writers and speakers
- Support children to live wisely and serve others
- Equip children with skills for lifelong learning

Our vision is that children leave Ridgeway Farm CE Academy as confident, creative communicators, able to express themselves clearly, think critically and engage with the world faithfully and thoughtfully.

### Learn

English at Ridgeway Farm CE Academy is taught through rich, engaging and high-quality learning experiences, with high-quality, challenging texts at the heart of the curriculum.

Learning is shaped through:

- A carefully designed, evolving curriculum supported by subject leadership
- High-quality texts that link with wider curriculum themes
- Daily reading aloud to children to model reading for pleasure and enjoyment
- Rich vocabulary development and imaginative engagement



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- Cross-curricular links through writing, debate, performance poetry, reading and computing
- Opportunities to write, publish and communicate in a range of meaningful contexts

Teaching sequences are carefully structured and progressive, focusing on:

- Fiction, non-fiction and poetry
- Writing to entertain, inform, persuade and argue
- Clear modelling of high-quality writing
- Progressive lesson sequences leading to extended pieces of writing
- Application of writing skills across the curriculum

Assessment for Learning is embedded in daily practice. Children are active in:

- Editing and revising their work
- Responding to feedback
- Improving accuracy, structure and expression

Weekly spelling lessons teach explicit spelling rules and key vocabulary. Children follow the school's Handwriting Policy, progressing from early mark making to the development of a fluent cursive script.

## Grow

Through this curriculum, children grow into confident, enthusiastic and reflective readers and writers who:

- Enjoy expressing their ideas
- Take pride in their learning
- Communicate with confidence and clarity
- Show creativity and imagination
- Engage enthusiastically in reading and writing
- Share ideas with others respectfully
- Develop strong literacy skills for life
- Believe in themselves as communicators and learners

Children leave Ridgeway Farm CE Academy as articulate, thoughtful and confident users of language, equipped for learning, life and service.

## Reading

## Believe



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We believe that reading opens minds, shapes character and nurtures imagination. It is through reading that children discover new worlds, develop empathy, encounter truth and grow in understanding.

Rooted in our Christian vision, we believe reading is transformational — building identity, confidence, knowledge and wisdom. We are committed to nurturing lifelong readers who love books, value learning and approach reading with joy, curiosity and confidence.

We believe reading should:

- Be joyful, accessible and inspiring
- Build confidence and independence
- Develop understanding, reflection and empathy
- Foster curiosity and imagination
- Support lifelong learning
- Enable children to flourish academically and personally

## Learn

Reading lies at the heart of the curriculum at Ridgeway Farm CE Academy. We are dedicated to enabling all pupils to become fluent, confident and lifelong readers, recognising reading as central to academic success and personal development.

We develop readers through:

1. A love of books and storytelling
2. Secure reading strategies and skills
3. Accuracy, fluency, understanding and response
4. Engagement with a wide range of texts
5. Reading across all curriculum areas
6. Access to libraries, digital media and diverse texts

## Early Reading (Word Reading & Phonics)

To ensure every child learns to read, we use one systematic synthetic phonics programme from Reception to Year 2:

Unlocking Letters and Sounds

We have fidelity to this scheme and ensure consistent, high-quality delivery across the school.

Through this programme:

- Grapheme–phoneme correspondences are taught in a clear, incremental sequence
- Children are introduced early to consonants and vowels
- Children learn to blend phonemes to read words
- Children learn to segment words to spell



- Blending and segmenting are taught as reversible processes
- Multi-sensory activities are engaging, purposeful and tightly linked to learning goals

Reading books in EYFS and Year 1 are fully matched to the Unlocking Letters and Sounds progression, ensuring children read texts that directly reinforce the phonics they have been taught. Books are carefully banded and structured to support secure progression and confidence.

## Reading Scheme

Our core reading scheme is Oxford Reading Tree, supported by a wide range of additional age-appropriate texts. This provides children with familiar structure, progression and narrative continuity, while also offering breadth, diversity and choice.

Children have access to a rich variety of texts to support independent reading and the development of a love of learning.

## Book Talk (Whole Class Reading)

Much of our formal reading teaching is delivered through **Book Talk** sessions.

Through Whole Class Reading:

- Teachers model reading strategies
- Children learn to use context, phonics, syntax and structure
- Reading comprehension, inference and interpretation are developed
- Children become fluent, confident and reflective readers
- Shared reading builds community, confidence and discussion

## Reading Provision Across Phases

### **EYFS**

- Children are heard read weekly
- Daily phonics sessions
- Daily story times
- Sound sheets sent home
- Regular adult reading interactions

### **Year 1**

- Weekly adult reading (more frequently for targeted pupils)
- Daily phonics
- Regular reading aloud
- Individual and group support

### **Year 2 – Year 6**



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- Regular independent reading
- Weekly book exchanges
- Weekly adult reading
- Whole Class Reading daily
- Reading Records maintained
- Reading for pleasure promoted
- Teach Hub supports planning and text selection
- Consistent language and strategies used across school

Formal reading assessments (NFER) take place in Autumn, Spring and Summer, alongside ongoing formative assessment, to inform intervention, planning and provision.

### **Grow**

Through this rich reading culture, children grow into fluent, confident, reflective and joyful readers who:

- Love books and stories
- Read with confidence and understanding
- Develop strong vocabulary and comprehension
- Engage deeply with texts
- Read across the curriculum
- Read for pleasure and purpose
- Use reading to explore the world
- Build knowledge, empathy and imagination

The impact of reading at Ridgeway Farm CE Academy is seen through:

- Strong progress from starting points
- High phonics outcomes
- Strong comprehension and vocabulary development
- High engagement in reading
- Reading across all subjects
- A deep culture of reading for pleasure

Children leave Ridgeway Farm CE Academy as readers for life — confident, curious, capable and inspired by the power of words.

### **Science**

### **Believe**

At Ridgeway Farm CE Academy, we believe that science reveals the wonder, beauty and order of God's creation. Through science, children are invited to explore, question and discover the world God has made, developing awe, curiosity and respect for creation.



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We believe every child can become a scientifically curious, confident and capable learner, and that science education nurtures perseverance, independence, critical thinking and responsibility. Rooted in our Christian vision, science supports children in understanding their role as stewards of the Earth, called to care for creation and serve the common good.

We believe science should:

- Inspire curiosity, wonder and questioning
- Encourage exploration and discovery
- Develop perseverance and resilience
- Build independence and confidence
- Nurture creativity and critical thinking
- Develop precise scientific and technical vocabulary
- Strengthen 'working scientifically' skills
- Enable children to understand the world and their place in it
- Prepare children to engage responsibly with modern challenges
- Support children to grow as informed global citizens

Our vision is to develop children who are enthusiastic, reflective and responsible scientists, who love learning, seek truth, value evidence, and continue their scientific curiosity beyond Ridgeway Farm.

## Learn

Science learning at Ridgeway Farm CE Academy is rooted in the National Curriculum and delivered through a carefully structured, progressive and engaging curriculum, supported by White Rose Science.

White Rose Science provides:

- A clearly sequenced, ambitious curriculum
- Strong progression of knowledge and skills
- Coherent conceptual development
- High-quality resources and investigations
- Clear links between knowledge and enquiry
- Consistent development of 'working scientifically' skills

Learning is shaped through:

- Regular investigative work
- A strong emphasis on exploration and discovery
- High-quality questioning and discussion
- Explicit teaching of scientific and technical vocabulary
- Practical enquiry-based learning
- Use of Knowledge Organisers with key concepts and vocabulary
- Assessment for Learning to inform planning and next steps



- Inclusive teaching that supports all learners
- Appropriate challenge for deeper learning and mastery
- High expectations and positive attitudes to science across the school

Children are supported to:

- Develop scientific knowledge and understanding
- Build enquiry and investigation skills
- Collect, present and analyse data
- Apply learning across the curriculum
- Make connections between science and real life
- Develop responsibility for the world around them

## **Grow**

Through this curriculum, children grow into curious, confident and reflective scientists who:

- Enjoy science and scientific exploration
- Ask thoughtful questions about the world
- Investigate with confidence and independence
- Use accurate scientific language
- Apply scientific thinking across subjects
- Think critically and analytically
- Act responsibly as global citizens
- Value evidence and truth
- Develop a lifelong love of learning
- See themselves as scientists

The impact of science at Ridgeway Farm CE Academy is seen through:

- High engagement and enthusiasm for science
- Secure knowledge and skill development
- Strong progression in 'working scientifically'
- Confident use of scientific vocabulary
- Cross-curricular application of skills
- High standards and outcomes in science
- A culture of curiosity, enquiry and exploration

Children leave Ridgeway Farm CE Academy not only scientifically knowledgeable, but formed in character, responsibility and wonder, equipped to care for creation, engage with the world wisely and continue their scientific journey with confidence, faith and purpose.



## RE

### Believe

At Ridgeway Farm CE Academy, we believe that Religious Education is central to the formation of the whole child. Rooted in our identity as a Church of England school, RE nurtures faith, spirituality, identity, belonging and purpose.

We believe every child should encounter faith as something living, meaningful and relevant to life. Through RE, children explore the big questions of meaning, truth, belief and existence, developing understanding, wisdom, compassion and respect.

As a Christian community, we place Understanding Christianity at the heart of our RE curriculum, while valuing and teaching about a wide range of world religions, beliefs and worldviews. We believe RE should inspire curiosity, reflection and dialogue, helping children to grow spiritually, morally, socially and culturally.

We believe RE should:

- Inspire awe, wonder and curiosity about faith
- Nurture spirituality and reflection
- Develop identity, belonging and purpose
- Encourage respect, empathy and understanding
- Foster critical thinking and courageous advocacy
- Develop cultural awareness and tolerance
- Support children to explore meaning and truth
- Build understanding of diverse beliefs and worldviews
- Enable respectful dialogue and disagreement
- Equip children to live well with others in a diverse society

Our vision is to develop children who are faith-literate, spiritually aware, reflective and compassionate, rooted in Christian values and open to the richness of the world's faiths and beliefs.

### Learn

RE at Ridgeway Farm CE Academy is delivered through a carefully structured, coherent and progressive curriculum rooted in:

- Understanding Christianity
- The Swindon Agreed Syllabus

This ensures full coverage of Christian theology and biblical understanding, alongside a rich and respectful exploration of world religions, beliefs and humanistic worldviews.

Learning is shaped through:



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- Clearly specified core knowledge and concepts
- Big questions explored each term across each year group
- Weekly RE lessons and focused RE days
- High-quality teaching and staff training
- Assessment for Learning embedded in lessons
- Progressive development of skills and understanding
- Use of religious artefacts, visits and visitors
- Exploration of sacred texts, stories and traditions
- Dialogue, discussion and reflection
- Cross-curricular links, especially with literacy and art
- Inclusive practice ensuring access for all learners
- Appropriate challenge for depth and mastery

Children learn to:

- Understand different beliefs, religions and worldviews
- Recognise similarities and differences between faiths
- Explore religious stories, leaders and traditions
- Learn about places of worship in the local community
- Understand how faith shapes daily life and identity
- Engage respectfully with difference
- Agree and disagree with kindness and respect
- Develop empathy and understanding
- Reflect on their own beliefs and values
- Make connections between religions and cultures

## Grow

Through this curriculum, children grow into spiritually aware, reflective and respectful individuals who:

- Enjoy RE and faith learning
- Show curiosity about belief and meaning
- Reflect on their own beliefs and values
- Understand how faith shapes everyday life
- Respect difference and diversity
- Engage empathetically with others
- Think critically and thoughtfully
- Demonstrate courageous advocacy
- Value tolerance and mutual respect
- Understand their role in a diverse society
- Live out British Values through faith and action

The impact of RE at Ridgeway Farm CE Academy is seen through:

- High engagement and enjoyment
- Secure knowledge of faiths and beliefs



- Confident religious literacy
- Strong spiritual, moral, social and cultural development
- Respectful attitudes and relationships
- Deep cultural understanding
- High standards in RE
- Positive pupil voice and reflection
- Strong subject leadership monitoring

Children leave Ridgeway Farm CE Academy with strong spiritual foundations, a deep respect for others, a confident understanding of faith and belief, and the character to live wisely, compassionately and courageously in the world.

## History

### **Believe**

At Ridgeway Farm CE Academy, we believe that history helps children understand who they are, where they come from and how they belong in the story of the world God has made. Through history, children explore identity, purpose, change, justice, courage and human experience across time.

Rooted in our Christian vision, we believe history education should develop wisdom, compassion, critical thinking and moral understanding. Children are encouraged to reflect on the complexity of human life, the diversity of societies, and the ways people and communities have shaped the world.

We believe history should:

- Inspire curiosity about the past
- Develop understanding of identity and belonging
- Build knowledge of Britain's history and the wider world
- Help children understand change, continuity and diversity
- Develop moral reflection and ethical understanding
- Encourage empathy and compassion
- Build respect for different cultures and communities
- Develop critical thinking and judgement
- Enable children to reflect on human choices and consequences
- Support children to understand their role in shaping the future

Our vision is to develop children who are historically literate, reflective and compassionate, who understand the past, live wisely in the present and help shape a better future.

### **Learn**



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History at Ridgeway Farm CE Academy is delivered through a progressive, coherent and knowledge-rich curriculum rooted in the National Curriculum, carefully planned to build historical understanding, skills and enquiry over time.

Learning is shaped through:

- A strong focus on local history, drawing from the immediate and wider community
- Study of Britain's history and the wider world
- Clear progression of historical knowledge and concepts
- Development of chronological understanding
- Structured enquiry using a wide range of historical sources
- Teaching children to question, interpret, analyse and evaluate evidence
- Building understanding of similarity and difference, continuity and change
- Cross-curricular learning through English, Art, Music and RE
- Thematic teaching through half-termly and termly topics
- Educational visits and first-hand historical experiences
- A strong emphasis on vocabulary development

Progression across the school includes:

- KS1: Learning about changes in living memory and beyond living memory, significant people, early historical enquiry and questioning
- Lower KS2: Study of British history from the Stone Age to the Norman Conquest
- Upper KS2: Broader historical study including Ancient Greece, WWII and world civilisations, placed within a clear chronological framework

History is taught as a core part of the school's cross-curricular approach, allowing children to develop deep, connected understanding and make meaningful links between subjects.

## Grow

Through this curriculum, children grow into curious, reflective and informed historians who:

- Enjoy history and historical enquiry
- Show curiosity about the past
- Ask thoughtful and perceptive questions
- Think critically and evaluate evidence
- Understand chronology and historical sequence
- Recognise change, continuity and diversity
- Use historical vocabulary accurately
- Research independently
- Make connections across subjects
- Reflect on human experiences and choices
- Develop empathy and understanding
- Build strong foundations for future learning

The impact of history at Ridgeway Farm CE Academy is seen through:



- High engagement and enjoyment
- Secure knowledge and skill progression
- Strong historical vocabulary
- Deep understanding of chronology
- Confident enquiry skills
- Cross-curricular application
- Strong outcomes and standards
- Positive pupil voice and curiosity

Children leave Ridgeway Farm CE Academy as thoughtful, informed and compassionate young historians, equipped with knowledge, perspective and wisdom to understand the world, serve others and shape the future with courage, faith and integrity.

## Geography

### Believe

At Ridgeway Farm CE Academy, we believe that geography helps children understand God's world, God's people and their place within creation. Through geography, children develop awe, wonder and respect for the Earth, learning to care for creation as responsible stewards of God's world.

Rooted in our Christian vision, we believe geography education should inspire curiosity, compassion and responsibility. Children are encouraged to explore the beauty and diversity of the world, understand human and physical processes, and recognise their responsibility to care for the planet and one another.

We believe geography should:

- Inspire love and curiosity for the world
- Develop understanding of place, space and environment
- Build respect for diverse cultures and communities
- Encourage care for creation and sustainability
- Nurture responsibility for future generations
- Develop identity, belonging and global awareness
- Foster empathy and understanding
- Build knowledge of the local area and the wider world
- Support children to live wisely and responsibly

Our vision is to develop children who are globally aware, environmentally responsible and compassionately informed, who understand their place in God's world and their role in caring for it.

### Learn



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Geography at Ridgeway Farm CE Academy is delivered through a rich, progressive and engaging curriculum rooted in the National Curriculum, ensuring all geographical knowledge, skills and concepts are taught across all year groups.

Learning is shaped through:

- Clearly specified core knowledge, concepts and vocabulary
- Progressive development from EYFS to KS2
- Study of locational knowledge, place knowledge, human and physical geography
- Development of geographical skills and fieldwork
- Use of maps, atlases, digital mapping and globes
- First-hand experiences through fieldwork and educational visits
- Exploration of the local area and its relationship to the wider world
- Comparison of places, environments and communities
- Cross-curricular links, particularly with literacy, oracy and mathematics (mapwork and data)
- Assessment for Learning to inform planning and next steps
- Inclusive provision ensuring access for all learners
- Appropriate challenge for depth and mastery
- Staff training to ensure high-quality delivery

Children are motivated to explore:

- The diversity of the world
- Environmental issues and sustainability
- Global responsibility and stewardship
- The impact of human activity on the planet
- Their role in caring for creation and future generations

## Grow

Through this curriculum, children grow into curious, informed and responsible geographers who:

- Enjoy geography and exploration
- Show curiosity about the world
- Understand local and global environments
- Respect diversity and difference
- Care for creation and sustainability
- Think critically about global challenges
- Research independently
- Apply geographical skills confidently
- Use geographical vocabulary accurately
- Make connections across the curriculum
- Develop strong global awareness
- Live responsibly as global citizens

The impact of geography at Ridgeway Farm CE Academy is seen through:



- High engagement and enjoyment
- Secure knowledge and skill development
- Confident use of geographical vocabulary
- Strong fieldwork skills
- Cross-curricular application
- High standards of learning
- Strong progression and outcomes
- Positive pupil voice and curiosity

Children leave Ridgeway Farm CE Academy as globally minded, environmentally responsible and compassionate young citizens, equipped with knowledge, understanding and values to care for the world, serve others and live faithfully as part of God's creation.

## PE

### Believe

At Ridgeway Farm CE Academy, we believe that physical wellbeing is an essential part of holistic Christian flourishing. We believe that every child is created by God as a whole person – body, mind and spirit – and that physical health, movement and wellbeing are central to living a full and balanced life.

Rooted in our Christian vision, PE nurtures confidence, resilience, courage, teamwork, leadership and character. Through physical education, children learn perseverance, cooperation, self-discipline and respect for themselves and others.

We believe PE should:

- Instil a lifelong love of physical activity and sport
- Promote joy, confidence and wellbeing
- Build resilience and perseverance
- Develop teamwork, leadership and character
- Support positive mental and physical health
- Encourage responsibility and self-discipline
- Nurture confidence and self-belief
- Promote inclusion, fairness and respect
- Build healthy habits for life
- Support family and community wellbeing

Our vision is to develop children who are healthy, confident, resilient and compassionate, who value their bodies as God's gift, care for their wellbeing, and live active, balanced and purposeful lives.

### Learn

PE at Ridgeway Farm CE Academy is delivered through a high-quality, progressive and inclusive curriculum that meets the requirements of the National Curriculum and supports every child to flourish.



## Curriculum Programmes

- EYFS follows Get Set 4 PE, providing developmentally appropriate physical learning through play, movement, coordination and early skill development.
- Main school (KS1–KS2) follows Rising Stars PE, ensuring progression, skill development, high-quality planning and structured physical education across all year groups.

Learning is shaped through:

- A wide range of sports and physical activities
- Inclusive provision for all learners
- High-quality teaching and structured progression
- Formative assessment embedded in lessons
- Assessment for Learning to inform next steps and planning
- PE Champions supporting delivery
- Staff CPD in a wide range of sports (e.g. lacrosse, archery, curling, tchoukball)
- Leadership opportunities through sports leadership roles
- Character and values development through teamwork and competition
- Cross-curricular links with PSHE, science, maths and health education
- A minimum of 2 hours of physical activity per week for every child
- Active playtimes and child-led physical play
- Wide range of paid and free after-school and lunchtime clubs
- Golden Mile Initiative – daily running for all children
- Participation in competitive and non-competitive festivals and tournaments
- Community sport links with local schools and organisations
- Family engagement through Sports Days, school teams and community events

Wellbeing and inclusion are central to our approach:

- Sport Premium funding supports wellbeing and mental health
- Targeted provision supports less active children
- Active lifestyles are promoted across school life

## Swimming and Water Safety

Swimming and water safety are taught throughout KS2, with provision exceeding statutory expectations:

- Year 4: full year group provision
- Year 5: catch-up provision
- Year 6: catch-up provision

This ensures high levels of confidence, safety and achievement in water.

## Grow

Through this curriculum, children grow into healthy, confident and resilient individuals who:

- Enjoy physical activity and sport
- Develop strong self-belief and confidence
- Value teamwork and cooperation
- Show leadership and responsibility
- Demonstrate resilience and perseverance



## Believe ~ Learn ~ Grow

- Care for their physical and mental wellbeing
- Develop healthy habits for life
- Support and encourage others
- Take pride in achievement
- Live active, balanced lifestyles
- Engage positively in community life
- Value inclusion, fairness and respect

The impact of PE at Ridgeway Farm CE Academy is seen through:

- High enjoyment and participation
- Strong progress for all learners
- Positive pupil voice
- High engagement in sport
- Strong leadership development
- Increased confidence and self-esteem
- Healthy lifestyle choices
- High swimming achievement rates
- Strong community engagement
- Positive family involvement
- High standards of provision

Children leave Ridgeway Farm CE Academy as active, confident, resilient and balanced young people, who value wellbeing, live healthily, serve others, celebrate achievement, and carry forward a lifelong love of physical activity — growing in body, mind and spirit as part of God's family.

## Relationships, Sex and Health Education (RSHE)

### Believe

At Ridgeway Farm CE Academy, we believe that education is about the formation of character as well as the development of knowledge. RSHE lies at the heart of our Christian vision to nurture the whole child – body, mind, heart and spirit.

We believe every child is uniquely created by God, deeply valued, and worthy of dignity, respect and care. RSHE supports children in understanding themselves, building healthy relationships, respecting others and living responsibly within their communities and the wider world.

Rooted in Christian values of love, compassion, forgiveness, justice, humility, respect and service, RSHE nurtures identity, wellbeing, resilience and integrity.

We believe RSHE should:

- Nurture emotional wellbeing and mental health
- Develop self-worth, identity and confidence
- Build healthy, respectful relationships
- Foster empathy, kindness and compassion



- Promote dignity, equality and respect for all
- Support moral development and integrity
- Encourage responsibility and wise decision-making
- Prepare children for life in a diverse society
- Support safeguarding and personal safety
- Develop reflective, thoughtful individuals

Our vision is to develop children who are kind, confident, resilient and responsible, rooted in Christian values and equipped to live well, love generously and serve faithfully.

## Learn

RSHE at Ridgeway Farm CE Academy is delivered through a structured, progressive and statutory-compliant curriculum that fully meets the DfE Relationships, Sex and Health Education requirements for primary schools.

We teach RSHE through Jigsaw, which provides a coherent, age-appropriate and progressive programme that covers:

Statutory RSHE Areas:

Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (age appropriate)

Sex Education (Primary, age-appropriate and statutory where required)

- Growing and changing
- Human development
- Respect, dignity and relationships
- Taught sensitively, appropriately and in partnership with parents

Curriculum Structure (Jigsaw Strands):

1. Being Me in My World



2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

Learning is shaped through:

- Safe, respectful learning environments
- Clear safeguarding frameworks
- Trauma-informed and inclusive practice
- Thrive assessments and wellbeing tracking
- Assessment for Learning
- Pastoral support systems
- Class discussion and reflection
- Collective worship and assemblies
- Cross-curricular links
- Pupil voice and leadership
- Family partnerships
- External agency support when needed

RSHE is embedded across school life through:

- Behaviour culture
- Safeguarding systems
- Anti-bullying strategies
- Online safety education
- British Values
- SMSC development
- Collective worship
- School ethos and daily relationships

## **Grow**

Through this curriculum, children grow into emotionally literate, confident and compassionate individuals who:

- Understand themselves and others
- Build healthy, respectful relationships
- Manage emotions and behaviour positively
- Show kindness, empathy and forgiveness
- Demonstrate resilience and self-belief
- Respect difference and diversity
- Make safe and wise choices
- Act responsibly and ethically
- Live out Christian values
- Serve their community
- Protect themselves and others
- Live with dignity and respect



The impact of RSHE at Ridgeway Farm CE Academy is seen through:

- Positive wellbeing and mental health
- Strong safeguarding culture
- Confident, respectful relationships
- Emotional literacy and resilience
- Positive behaviour and attitudes
- Respect for diversity
- Strong pupil voice
- British Values in action
- SMSC development
- Confident transitions and life readiness

Children leave Ridgeway Farm CE Academy as grounded, confident and compassionate young people, equipped with character, values and wisdom to navigate life with courage, faith and hope — living well, loving others and serving faithfully as part of God's family.

## Computing Intent

At Ridgeway Farm, we understand the immense value that technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. Our aims are to fulfil the requirements of the National Curriculum for Computing whilst also providing enhanced collaborative learning opportunities, engagement in rich content and supporting pupil's conceptual understanding of new concepts which support the needs of all our pupils.

“A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world...core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.” National Curriculum

Our Computing curriculum aims to develop the heart and mind of every child. Computing teaching at has links with mathematics, science and design and technology and our aim is to provide a broad and balanced curriculum whilst ensuring that pupils become digitally literate and digitally resilient. Technology is ever evolving and we aim to develop pupils who can use and express themselves, develop their ideas through, information and communication technology at a suitable level for the future workplace and as active participants in a digital world.

The aims of our Computing curriculum are to develop pupils who:

- Are responsible, competent, confident and creative users of information and communication technology.
- Know how to keep themselves safe whilst using technology and on the internet and be able to minimise risk to themselves and others.
- Become responsible, respectful and competent users of data, information and communication technology.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Can analyse problems in computational terms, and have repeated practical experience writing computer programs in order to solve such problems.
- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.



- Become digitally literate and are active participants in a digital world.
- Are equipped with the capability to use technology throughout their lives.
- Understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Have a 'can do' attitude when engaging with technology and its associated resources.
- Utilise computational thinking beyond the Computing curriculum.
- Understand and follow the SMART E-Safety rules.
- Understand the E-Safety messages can keep them safe online.
- Know who to contact if they have concerns.
- Apply their learning in a range of contexts, e.g. at school and at home.

## Computing Implementation

To ensure high standards of teaching and learning in computing, we implement a curriculum that is progressive throughout the whole school. Our implementation of the computing curriculum is in line with 2014 Primary National Curriculum requirements for KS1 and KS2 and the Foundation Stage Curriculum in England. This provides a broad framework and outlines the knowledge and skills taught in each key stage.

Computing teaching will deliver these requirements through our half-termly units. Our Computing progression model is broken down into three strands that make up the computing curriculum. These are Computer Science, Information Technology and Digital Literacy. Computer Science underlines the knowledge and skills relating to programming, coding, algorithms and computational thinking. Information Technology underlines the knowledge and skills relating to communication, multimedia and data representation and handling. Digital Literacy underlines the knowledge and skills relating to online safety and technology uses all of which are covered whether combined or discreetly.

We use and follow the Purple Mash scheme of work from Year 1-6, ensuring consistency and progression throughout the school.

We recognise that computing is a specialist subject and not all teachers are computing specialists. Computing lessons are taught by our teaching staff with additional support from our member of staff in charge of IT Support. The Purple Mash scheme of work enables clear coverage of the computing curriculum whilst also providing support and CPD for less confident teachers to deliver lessons.

Lessons are broken down into weekly units, usually with two units taught per half term. Units are practical and engaging and allow computing lessons to be hands on. Units cover a broad range of computing components such as coding, spreadsheets, Internet and Email, Databases, Communication networks, touch-typing, animation and online safety.

When teaching computing teachers can follow the children's interests to ensure their learning is engaging, broad and balanced. Teachers should ensure that ICT and computing capability is also achieved through core and foundation subjects and where appropriate and necessary ICT and computing should be incorporated into work for all subjects using our wide range of interactive ICT resources.

Through our Purple Mash subscription, our teachers can deliver thematic, cross-curricular lessons that also follow children's interests and provide flexibility. Purple Mash has an online portal of age-appropriate software, games and activities as well as topic materials and materials to support children's learning in other subject areas for all key stages.



Computing lessons will also use the Purple Mash software to 'make music' using the 2Sequence program, design and make using the 2Animate software and make links with maths through spreadsheets using 2Calculate.

Computing teaching is practical and engaging and a variety of teaching approaches and activities are provided based on teacher judgement and pupil ability. We have a wide range of resources to support our computing teaching. Pupils may use laptops or iPads independently, in pairs, alongside a IT support or in a group with the teacher. Teachers and pupils are also aware of the importance of health and safety and pupils are always supervised when using technology and accessing the internet.

Our pupils are fully encouraged to engage with ICT and technology outside of school. Each teacher and pupil has their own unique Purple Mash login and password. Computing work can be stored and saved using pupil log in details and homework or '2do's' can also be set for pupils to access and complete tasks at home that link with their current class learning.

We provide a variety of opportunities for computing learning inside and outside the classroom. Computing and safeguarding go hand in hand and we provide a huge focus on internet safety inside and outside of the classroom. Additional to all pupils studying an online safety unit through their computing lessons, every year we also take part in National Safer Internet Day in February. The Computing co-ordinator alongside class teachers will plan additional internet safety lessons and activities to take part in following a specific yearly theme. Internet Safety assemblies are also held as well as parent internet safety workshops and parent home activities.

## Computing Impact

Our Computing Curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different computational components and alike other subjects discreet vocabulary progression also form part of the units of work.

If children are keeping up with the curriculum, they are deemed to be making good or better progress. We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Monitoring with our subject computing lead visits.
- Opportunities for dialogue between teachers.
- Photo evidence and images of the pupils practical learning.
- Video analysis through recording of performance in lessons.
- A reflection on standards achieved against the planned outcomes.
- Learning walks and reflective staff feedback (teacher voice).
- Dedicated Computing leader time.
- Monitoring of children's work.

## Art

## Believe



# Believe ~ Learn ~ Grow

At Ridgeway Farm CE Academy, we believe that creativity reflects the creativity of God. Art enables children to express themselves, explore beauty, communicate meaning and develop identity, confidence and self-belief.

Rooted in our Christian vision, we value Art and Design as a vital part of every child's entitlement to a broad and balanced curriculum. Through art, children are encouraged to recognise their unique gifts, develop imagination, and see themselves as creators, thinkers and artists.

We believe art should:

- Inspire creativity, imagination and curiosity
- Build confidence and self-expression
- Develop identity and self-belief
- Encourage critical thinking and reflection
- Foster joy, wonder and meaning-making
- Develop cultural awareness and understanding
- Build resilience, perseverance and independence
- Support emotional and spiritual expression
- Show children that art is a learned skill, not just a talent

We believe, as Pablo Picasso expressed, that “all children are artists”, and that creativity can be nurtured through teaching, practice, encouragement and a “can do” attitude.

## Learn

Art and Design at Ridgeway Farm CE Academy is taught through a progressive, skills-based and knowledge-rich curriculum rooted in the National Curriculum. Our Art curriculum is supported by Kapow Primary and is fully aligned with our Believe–Learn–Grow framework, providing a progressive, skills-based, knowledge-rich curriculum that develops technical skill, creativity, cultural understanding and critical thinking. Kapow's structured sequencing and disciplinary approach support our vision for confident, creative and reflective learners.”

Learning is shaped through:

- Carefully sequenced teaching and learning experiences
- Progressive development of skills across disciplines including:
  - Drawing
  - Painting
  - Sculpture
  - Printmaking
  - Illustration
  - Mixed media
- Exploration of a wide range of media and materials
- Study of great artists, craft makers and designers
- Understanding of how art reflects and shapes history and culture
- Development of visual language through:
  - Line
  - Tone
  - Texture
  - Colour



- Pattern
- Shape
- 3D form
- Opportunities to experiment, invent and create
- Critical thinking and evaluation of creative work
- Cross-curricular links to support learning in other subjects
- High-quality modelling and teaching
- Inclusive access for all learners
- Use of high-quality resources to build confidence and skill
- Structured opportunities for analysis and reflection

Teaching ensures that all pupils:

- Produce creative work and explore ideas
- Record experiences visually
- Become proficient in artistic techniques
- Evaluate and analyse creative works using the language of art
- Learn about artists and cultural development of art forms

## **Grow**

Through this curriculum, children grow into confident, creative and reflective artists who:

- Enjoy creating and expressing themselves
- Show confidence in using different media
- Think critically about art and design
- Reflect on meaning and purpose
- Demonstrate resilience and perseverance
- Develop independence and judgement
- Express feelings and emotions through art
- Apply artistic skills across the curriculum
- Take pride in their work
- Appreciate beauty and diversity
- Value creativity as part of learning and life

The impact of Art at Ridgeway Farm CE Academy is seen through:

- High-quality work in sketchbooks and displays
- Confident use of techniques and media
- Cross-curricular artistic application
- Pupil voice and enjoyment
- Independent creativity
- Strong personal development
- Secure knowledge and skill progression

Assessment in Art includes:

- Formative teacher assessment
- Pupil reflection and evaluation
- End-of-year reporting to parents



## Believe ~ Learn ~ Grow

- Foundation Stage assessment through Expressive Arts and Design, with age-related expectations shared at the end of Reception

Children leave Ridgeway Farm CE Academy as creative, confident and expressive individuals, equipped with skills, imagination and self-belief to explore the world, express their identity and glorify God through creativity — growing in confidence, character and joy as part of God's family.

## DT

### Believe

At Ridgeway Farm CE Academy, we believe that innovation, creativity and problem-solving are God-given gifts. Design and Technology enables children to use their imagination, knowledge and skills to serve others, solve real-world problems and improve lives.

Rooted in our Christian vision, DT nurtures creativity, responsibility, resilience, courage and service. Children are encouraged to see themselves as designers, makers and innovators, using their talents to contribute positively to their community and the wider world.

We believe Design and Technology should:

- Inspire creativity and imagination
- Develop independence and confidence
- Build resilience and perseverance
- Encourage innovation and risk-taking
- Foster responsibility and integrity
- Develop service-minded thinking
- Promote problem-solving and critical thinking
- Build practical life skills
- Support collaboration and teamwork
- Enable children to design with purpose and compassion

Our vision is to develop children who are creative, responsible and reflective problem-solvers, who use their gifts wisely, serve others and design for good.

### Learn

Our Design and Technology curriculum is supported by Kapow Primary DT and fully aligned with our Believe–Learn–Grow framework. Kapow provides a progressive, skills-based, knowledge-rich curriculum that develops technical expertise, creativity, problem-solving, evaluation and real-world application, fully meeting National Curriculum requirements while supporting our Christian vision for service, stewardship and responsibility.

Kapow DT provides:

- A clearly sequenced, progressive curriculum
- Knowledge-rich units



- Structured skill development
- Strong progression in designing, making and evaluating
- Disciplinary thinking
- Real-world contexts and purposes
- Clear vocabulary progression
- Inclusive access and differentiation
- Strong assessment opportunities

Learning is shaped through:

- Designing and making products to solve real and relevant problems
- Considering user, purpose and values when creating design criteria
- Working across key DT strands, including:
  - Structures
  - Mechanisms
  - Textiles
  - Food and nutrition
  - Electrical systems (KS2)
- Applying knowledge from:
  - Oracy
  - Mathematics
  - Science
  - Engineering
  - Computing
  - Art
- Developing technical, practical and creative expertise
- Building a repertoire of design knowledge, understanding and skills
- Critiquing, evaluating and testing ideas and products
- Reflecting on past and present design and technology
- Teaching DT in focused curriculum blocks to enable deep learning
- Mapping key knowledge, skills and vocabulary across the school for progression
- Differentiating learning through progression maps and SEND support
- Providing inclusive access for all learners
- Using high-quality resources and equipment

Cooking and Nutrition

Children learn:

- Where food comes from
- How food is grown and produced
- How to prepare and cook food safely
- Progressive cooking skills year on year
- Healthy eating and nutrition
- Respect for food and sustainability

## Grow

Through this curriculum, children grow into creative, confident and responsible designers and makers who:



## Believe ~ Learn ~ Grow

- Enjoy designing and making
- Think creatively and critically
- Solve real-world problems
- Design with purpose and compassion
- Innovate with confidence
- Reflect on their learning
- Evaluate their work thoughtfully
- Apply skills across the curriculum
- Work collaboratively
- Show resilience and perseverance
- Develop independence and judgement
- Use technology responsibly

The impact of DT at Ridgeway Farm CE Academy is seen through:

- High-quality design and making outcomes
- Confident use of DT skills and vocabulary
- Secure progression of knowledge and skills
- Strong cross-curricular application
- Independent creativity
- Positive pupil voice
- Strong personal development
- Secure assessment evidence
- High standards of provision

Assessment in DT includes:

- Formative teacher assessment
- Pupil reflection and evaluation
- End-of-year reporting to parents
- Foundation Stage assessment through:
  - Expressive Arts and Design
  - Physical Development
  - Health and Self Care
  - Technologywith age-related expectations shared at the end of Reception.

Children leave Ridgeway Farm CE Academy as innovative, responsible and compassionate problem-solvers, equipped with practical skills, creativity and character to design wisely, serve others and contribute positively to the world, growing in confidence, purpose and faith as part of God's family.

## Music

### Believe

At Ridgeway Farm CE Academy, we believe that music is a gift from God — a powerful form of expression, joy, worship, communication and connection. Music nurtures the soul, builds community and enables children to express emotion, creativity and meaning.



## Believe ~ Learn ~ Grow

Rooted in our Christian vision, music supports the formation of the whole child — spiritually, emotionally, socially and intellectually. Through music, children develop confidence, identity, belonging and joy, while learning to appreciate beauty, diversity and culture.

We believe music should:

- Inspire joy, creativity and expression
- Build confidence and self-belief
- Foster unity, belonging and community
- Develop cultural understanding and respect
- Encourage emotional and spiritual expression
- Nurture curiosity and imagination
- Support wellbeing and mental health
- Build discipline and perseverance
- Enable reflection and meaning-making
- Help children experience music as worship, celebration and connection

Our vision is to develop children who are joyful, confident and expressive musicians, who value music as part of life, faith, culture and community.

### Learn

Our Music curriculum is supported by Kapow Primary Music and is fully aligned with our Believe–Learn–Grow curriculum framework. Kapow provides a progressive, inclusive and knowledge-rich curriculum that develops musical literacy, performance, composition, listening skills and cultural understanding.

This ensures full coverage of the National Curriculum for Music, while supporting our distinctively Christian vision for joy, creativity, worship, expression and community. Through Kapow Music, children experience high-quality, carefully sequenced learning that enables them to grow as confident, reflective and joyful musicians.

Kapow Music provides:

- A clearly sequenced and progressive curriculum
- Development of musical knowledge, skills and vocabulary
- Structured progression in performance, composition and listening
- Coverage of diverse musical genres, traditions and cultures
- Strong musical literacy development
- Integrated assessment opportunities
- Inclusive and accessible provision
- Cross-curricular links and enrichment

Learning is shaped through:

- Singing, listening, playing, performing and evaluating music
- Weekly singing and collective worship



- Class performances, concerts and celebrations
- Musical clubs and enrichment activities
- Teaching from specialist music teachers
- Exploration of historical periods, styles, traditions and genres
- Learning about how music is created, produced and communicated
- Teaching the elements of music and musical language
- Composition using voice, body percussion and instruments
- Improvisation and creative exploration
- Cross-curricular musical learning
- Opportunities for reflection and evaluation

Children learn to:

- Perform, listen to, review and evaluate music
- Sing, create and compose music
- Understand how music is structured and communicated
- Use musical language to analyse and describe music
- Appreciate diverse musical traditions and cultures
- Develop musical confidence and identity

## **Grow**

Through this curriculum, children grow into confident, joyful and reflective musicians who:

- Enjoy music and musical participation
- Express themselves creatively
- Perform with confidence
- Listen attentively and critically
- Appreciate diverse musical cultures
- Understand musical structure and elements
- Show resilience and perseverance
- Work collaboratively
- Reflect on meaning and emotion
- Use music for joy, worship and wellbeing
- Continue musical engagement beyond school

The impact of music at Ridgeway Farm CE Academy is seen through:

- High enjoyment and engagement
- Confident musical participation
- Strong progression of musical skills
- Secure musical vocabulary
- Cultural and historical understanding
- Strong performance opportunities
- Positive pupil voice
- Enrichment participation
- Personal development outcomes



- Strong community involvement

Children leave Ridgeway Farm CE Academy as confident, expressive and joyful young musicians, equipped with skills, confidence and appreciation to enjoy music as listeners, creators and performers throughout their lives — growing in joy, faith, creativity and community as part of God's family.

## Language

### **Believe**

At Ridgeway Farm CE Academy, we believe that language connects people, cultures and communities, and reflects the diversity and beauty of God's world. Learning another language helps children to understand others, build relationships and grow in empathy, respect and global awareness.

Rooted in our Christian vision, we believe languages education nurtures curiosity, compassion and understanding, enabling children to see themselves as part of a wider global family. Learning a foreign language supports children in developing confidence, identity and respect for difference, preparing them to live well in a multicultural society.

We believe languages should:

- Foster curiosity about the world
- Develop respect for different cultures and communities
- Build empathy and understanding
- Promote inclusion and belonging
- Encourage confidence in communication
- Develop identity and self-belief
- Support global citizenship
- Open opportunities for future learning and life
- Deepen cultural and social understanding
- Enable children to engage meaningfully with others

Our vision is to develop children who are curious, confident and compassionate global communicators, who value diversity, respect others and live wisely as part of God's world.

### **Learn**

Languages at Ridgeway Farm CE Academy are taught through a progressive, engaging and inclusive curriculum rooted in the National Curriculum for Modern Foreign Languages, with a focus on Spanish in Key Stage 2.

Children are introduced to Spanish from Year 3, receiving a weekly 30-minute lesson throughout KS2.

We deliver our languages curriculum through the Language Angels scheme of work, which provides:

- A clearly sequenced and progressive curriculum



# Believe ~ Learn ~ Grow

- Structured development of listening, speaking, reading and writing
- Strong foundations in early language acquisition
- Pattern recognition in language learning
- Understanding of similarities and differences between languages
- Vocabulary and grammar progression
- Cultural understanding and enrichment
- Inclusive and accessible learning for all pupils

Learning is shaped through:

- Listening attentively to spoken Spanish
- Responding through songs, rhymes, games and conversation
- Speaking with increasing confidence and fluency
- Developing accurate pronunciation and intonation
- Reading and understanding written Spanish
- Writing for different purposes and audiences
- Learning grammatical structures progressively
- Exploring Spanish stories, songs, poems and rhymes
- Cultural exploration and comparison
- Cross-curricular links
- High-quality modelling and teaching

Children are supported to:

- Understand and respond to spoken and written language
- Communicate meaning confidently
- Express ideas and questions
- Develop language learning strategies
- Build cultural awareness
- Recognise language patterns and structure

Assessment takes place in the summer term, evaluating progress in:

- Listening
- Speaking
- Reading
- Writing

## **Grow**

Through this curriculum, children grow into confident, respectful and globally aware communicators who:

- Enjoy learning languages
- Show curiosity about other cultures
- Communicate with confidence
- Respect difference and diversity
- Value multilingualism
- Develop positive attitudes to learning
- Build strong listening and speaking skills
- Appreciate cultural diversity



## Believe ~ Learn ~ Grow

- Engage with the wider world
- Develop skills for future learning
- Achieve age-related expectations
- Show pride in progress and achievement

The impact of Languages at Ridgeway Farm CE Academy is seen through:

- Positive attitudes to language learning
- Strong engagement and enthusiasm
- Secure progression of skills
- Confident communication
- Cultural understanding
- High standards of achievement
- Strong pupil voice
- Effective assessment practice
- Appropriate challenge and support
- Enrichment and extra-curricular engagement

Children leave Ridgeway Farm CE Academy as curious, confident and compassionate global citizens, equipped with language skills, cultural understanding and respect for others — ready to engage with the world, serve others and grow as part of God's family.

## British Values

### Believe

At Ridgeway Farm CE Academy, we believe that British Values are not taught in isolation, but are lived, modelled and embedded through our Christian ethos, relationships, curriculum and daily life of the school.

Rooted in our Christian vision, we seek to develop children who live with love, justice, compassion, respect, responsibility and integrity. British Values are understood not simply as civic principles, but as moral commitments that reflect our belief in the dignity, worth and value of every person as created in the image of God.

We believe children should grow to:

- Understand right and wrong
- Live responsibly and ethically
- Respect others
- Value justice and fairness
- Show compassion and tolerance
- Participate actively in their communities
- Act with courage and integrity
- Serve others
- Live peacefully in a diverse society

### Learn



# Believe ~ Learn ~ Grow

As part of our integrated approach to Spiritual, Moral, Social and Cultural education (SMSC), British Values are embedded across the curriculum, school life and community, shaping children's learning, attitudes, behaviour and identity.

Children are taught to:

- Participate actively in democracy
- Understand the rule of law
- Value individual liberty
- Show mutual respect
- Demonstrate tolerance of different faiths and beliefs

British Values are woven through:

## Curriculum Integration

- **English:** High-quality texts explore themes of justice, freedom, tolerance, democracy, courage and compassion. Children analyse characters, values and moral choices, and explore concepts such as liberty, fairness and responsibility.
- **Religious Education:** RE promotes respect, understanding and dialogue between faiths. Children explore Christianity and other world religions, visit places of worship, engage with religious leaders and celebrate diversity through faith and culture.
- **History & Geography:** Children study moments in history where values, justice and human rights have been tested (e.g. World Wars, civil rights, social change). Geography develops understanding of different cultures, communities and ways of life.
- **RSHE (Jigsaw):** British Values are explicitly embedded through themes of respect, relationships, rights, responsibilities, diversity, equality and inclusion.
- **Assemblies & Collective Worship:** Weekly whole-school, phase and class assemblies explore Christian values, British Values, current events and moral issues, helping children reflect, pray and respond thoughtfully.
- **Enrichment:** Educational visits, visitors to school and community engagement (e.g. police officers, emergency services, local leaders) help children understand their role in society and community life.

British Values are also embedded through:

- School behaviour culture
- Safeguarding systems
- Anti-bullying strategies
- Student leadership
- Pupil voice
- Community service
- Collective worship
- Daily relationships and routines

## Grow

Through this approach, children grow into responsible, compassionate and active citizens who:

- Participate confidently in democracy



## Believe ~ Learn ~ Grow

- Understand rights and responsibilities
- Respect the rule of law
- Value fairness and justice
- Show tolerance and respect
- Live peacefully in diversity
- Act ethically and responsibly
- Serve others
- Contribute positively to society
- Live out Christian values in daily life

The impact is seen through:

- Positive behaviour and relationships
- Respectful school culture
- Confident pupil voice
- Active citizenship
- Strong moral understanding
- Inclusive community
- Strong safeguarding culture
- SMSC development
- British Values in action

Children leave Ridgeway Farm CE Academy as kind, responsible and courageous citizens, equipped to live well, serve others and contribute positively to their communities and the wider world.

British Value	How this is developed at Ridgeway Farm
<b>Democracy</b>	<ul style="list-style-type: none"><li>• Democratic election of School Council and class representatives</li><li>• Active pupil voice and representation</li><li>• School Council feedback to classes</li><li>• Class charters and shared agreements</li><li>• Curriculum debates and discussions</li><li>• Pupil leadership roles</li><li>• Collective decision-making in school life</li></ul>
<b>The Rule of Law</b>	<ul style="list-style-type: none"><li>• Clear school and classroom rules rooted in Christian values</li><li>• Daily reinforcement of expectations</li><li>• Behaviour culture based on fairness and justice</li><li>• E-safety and online safety education</li><li>• Visits from police and emergency services</li><li>• Safeguarding education</li><li>• Celebration of positive behaviour</li></ul>
<b>Individual Liberty</b>	<ul style="list-style-type: none"><li>• Teaching of rights and responsibilities through RSHE</li><li>• Encouragement of personal voice and expression</li><li>• Safe spaces for discussion and reflection</li><li>• Support for wellbeing and mental health</li><li>• Year 6 Junior Good Citizen Programme (road safety, hazards, countryside code, emergency response)</li><li>• Personal choice and leadership opportunities</li></ul>



<b>Mutual respect and Tolerance of those with different faiths and beliefs</b>	<ul style="list-style-type: none"><li>• World faith learning through RE</li><li>• Understanding Christianity and world religions</li><li>• Visits to places of worship</li><li>• Celebration of cultural and faith festivals (e.g. Eid, Christmas, Diwali, Chinese New Year)</li><li>• Jigsaw RSHE focus on difference, inclusion and equality</li><li>• Remembrance Day commemorations</li><li>• Anti-bullying education</li><li>• Respectful dialogue and discussion culture</li></ul>
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## Forest School

### Believe

At Ridgeway Farm CE Academy, we believe that children flourish when they are connected to creation, curiosity and community. Forest School reflects our Christian vision of children as unique, capable individuals, created by God with the capacity to explore, wonder, create and grow.

Rooted in respect for the child, Forest School honours:

- A child's right to play
- A child's right to access the outdoors
- A child's right to explore risk safely
- A child's right to curiosity and discovery
- A child's right to develop emotionally, socially and spiritually

We believe the natural world is a place of awe, wonder and encounter with God's creation, where children can grow in resilience, confidence, independence and identity. Forest School nurtures emotional intelligence, resilience, empathy and belonging, enabling children to develop courage, creativity and compassion.

We believe Forest School should:

- Nurture curiosity and wonder
- Develop resilience and perseverance
- Build confidence and independence
- Encourage risk-taking in safe, supported ways
- Foster emotional intelligence
- Promote wellbeing and mental health
- Support spiritual reflection
- Encourage care for creation
- Build connection to community
- Develop identity and belonging
- Honour children's voice and agency

Our vision is to develop children who are confident, curious, resilient and reflective, who care for God's creation, respect others and grow in wisdom, courage and compassion.



## Learn

Forest School at Ridgeway Farm CE Academy is delivered as a progressive, child-led and experiential curriculum that focuses on the process of learning — the “how” rather than the “what”.

Learning is shaped through:

- Child-initiated exploration
- Experiential, hands-on learning
- Collaborative play and discovery
- Scaffolding by trained Forest School leaders
- Observation-led teaching
- Outdoor enquiry and investigation
- Natural curiosity as the driver for learning
- Unplanned, creative and responsive learning experiences
- Progressive skill development across the school
- A whole-school long-term Forest School plan
- Cross-curricular links with core and foundation subjects
- Safe risk-taking and supported challenge
- Emotional and social development
- Language and communication development
- Physical development and motor skills
- Reflection and self-evaluation

Children are encouraged to:

- Direct their own learning
- Explore personal interests
- Investigate the natural world
- Develop independence
- Build resilience through challenge
- Learn through failure and perseverance
- Reflect on experiences
- Work collaboratively
- Make decisions and assess risk
- Engage creatively with their environment

Forest School Experiences Include:

- Shelter building
- Fire lighting and outdoor cooking
- Kelly Kettle use
- Safe tool use
- Woodland crafts
- Rope and knot work
- Wildlife study
- Sensory exploration
- Team and group games



- Art and sculpture
- Woodland management
- Storytelling and drama
- Nature-based play
- Exploration and discovery

## Safety, Clothing and Risk Management

Forest School is underpinned by strong safeguarding and risk management systems:

- Risk assessments carried out before each session
- Hazards identified and mitigated
- Safe boundaries established
- Clear safety rules and routines
- Trained Forest School leaders
- Controlled risk-taking

Clothing expectations ensure safety, comfort and dignity:

- Waterproof trousers
- Waterproof coat with hood
- Long-sleeved tops
- Full-length trousers
- Warm, waterproof boots
- Warm socks (plus spare pair)
- Gloves and woolly hat (cold weather)
- Sun hat and sun cream (hot weather)

We work on the principle that “there is no such thing as bad weather, only bad clothing.”

Children are supported to understand preparedness, resilience and responsibility for themselves and their environment.

Forest School is timetabled and valued as an essential part of the curriculum, with clear progression and long-term planning across the school.

## Grow

Through Forest School, children grow into confident, resilient and reflective learners who:

- Show curiosity and wonder
- Build confidence and independence
- Develop resilience and perseverance
- Manage risk safely
- Work collaboratively
- Communicate effectively
- Develop emotional intelligence
- Show care for creation
- Respect their environment
- Develop physical skills
- Reflect on experiences



## Believe ~ Learn ~ Grow

- Build motivation and concentration
- Feel a sense of belonging and ownership
- Connect with their community
- Experience achievement and success

The impact of Forest School at Ridgeway Farm CE Academy is seen through:

- Increased confidence and independence
- Improved emotional regulation
- Strong wellbeing outcomes
- Improved communication and language
- Increased motivation and engagement
- Positive behaviour and self-regulation
- Strong sense of belonging
- Respect for the environment
- Enhanced resilience
- Positive pupil voice
- Strong community connection

Impact is evidenced through:

- Photographs and video documentation
- Learning journals
- Pupil voice interviews
- Observation records
- Behaviour and wellbeing indicators
- Cross-curricular learning evidence

Children leave Ridgeway Farm CE Academy as grounded, confident and compassionate young people, connected to nature, community and creation, growing in resilience, faith, wisdom and wonder as part of God's family.