



Longmeadow Primary School

Curriculum Statement

The Foundation Stage

Teaching in the Nursery and Reception classes is based upon the 2012 Foundation Stage curriculum, a copy of which can be obtained from the [Department for Education \(DFE\) website](#). All Foundation Stage staff are trained and experienced in helping children learn and develop, within all areas of the curriculum and in keeping children healthy and safe.

The curriculum provides children with a broad range of knowledge and skills that build the foundation for good future progress through school and life.

Teaching Reading

We use a Phonics-based approach to teaching reading. In Early Years and Key Stage 1 the [Jolly Phonics](#) scheme is used, supplemented by resources from [Letters and Sounds](#). You can find more information by clicking on the links.

Key Stage 1 and Key Stage 2 Pupils

Teaching in Key Stage One and Key Stage Two is based upon the 2013 Primary curriculum, a copy of which can be obtained from the [Department for Education \(DFE\) website](#).

All primary age groups are taught the eleven subjects of the National Curriculum; English, Mathematics, Science, Art and Design, Computing, Design & Technology, Geography, History, Languages (French), Music and Physical Education. P.S.H.E. (Personal, Social Health and Emotional Education) and Religious Education are also taught in addition to the above subjects.

The programmes of study for Maths, English, Science, Computing, Art, Music and Physical Education are taught principally as distinct subjects. These appear on the school timetable on a weekly basis. A variety of reading books are used as home readers. The remaining aspects of the curriculum, History, Geography, Design Technology and Religious Education are taught through focused topics, mapped out to take place at different times in the school year. The programme of study for Computing is also delivered through the other subjects of the curriculum and supported by a computing Teaching Assistant in the central computer suite.

Religious Education is taught in accordance with the Herts agreed Syllabus. Parents should contact the Headteacher if they wish their child to be excused from assembly or religious education in lessons. The school has no affiliation with any religious denomination and RE is broadly based. Each year the school makes one or two visits to local places of worship.

Under the 1993 Education Act, Governors are obliged to decide whether the school should provide Sex Education beyond that included in the National Curriculum.

It is the Governors' decision, having consulted with all staff, that the teaching staff should provide Sex Education as defined in the National Curriculum. The subject will be integrated into other topics,

e.g. Myself, Health, the Human Body. Questions will arise from the children and will be answered honestly and openly, having regard to their age and level of understanding.

If there are occasions when specific areas of Sex Education are dealt with beyond the scope of the National Curriculum, then parents will be informed and will have the right to withdraw their children. For parents who would like to know more detail of the areas covered by the National Curriculum this information is available from the school office.

Further information about the school curriculum is provided for all new parents prior to their child's entry to the school.

Homework

Homework is set for all pupils, in accordance with our homework policy, which is available from the **Policies page**. All parents are expected to support this policy and to encourage children to hand their homework in on time.

Special Educational Needs (SEN)

We aim to support and encourage all our children, including those with disabilities or special educational needs. We feel that the school, parents and the children all have a part to play in contributing to their success. We will always consult the parents if we feel a child may have special needs and invite them into school to discuss the situation. Equally, we are happy to be approached by any parent who has a concern about their child's educational progress and development.