

MALVERN PARISH CE PRIMARY SCHOOL

‘LEARNING TOGETHER FOR AN EXCITING FUTURE’



CURRICULUM POLICY

LAB Approval:

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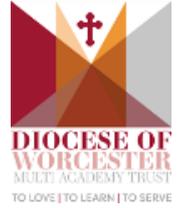
Member of Staff Responsible:

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Malvern Parish CE Primary School

'Learning Together for an Exciting Future'



At Malvern Parish our vision is for all children and adults to become aware of their God given gifts so they can flourish as individuals, achieve academically and build firm foundations for the future.

This vision is deeply rooted in strong Christian tradition and based upon:

"I come that they may have life and have it to the full". John 10.10

"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29.11

We seek to develop our vision through our Christian values of Friendship, Respect, Trust, Peace, Truthfulness and Forgiveness and live out these values in every part of school life.



Aims

- To enable all pupils to flourish as individuals, achieve academically and build firm foundations for the future;
- To provide a curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for lifelong learning;
- To enable pupils to develop their resilience, resourcefulness, reflectiveness and the ability to build good relationships;
- To enable pupils to be positive citizens based on Christian and British values;
- To fulfil the requirements of the National Curriculum and the Worcestershire Agreed Syllabus for Religious Education.

We have carefully designed a rich curriculum that we are proud of at Malvern Parish. Our curriculum engages pupils and meets the needs of all our learners. We have worked hard to ensure that learning is designed in such a way that enables children to build upon what has been taught before and to transfer key knowledge to long-term memory.

Children are aware of their learning journey through the use of resources and displays and this helps them to understand the importance of each small step of learning in the wider context of their learning.

Our curriculum ensures that National Curriculum statutory requirements are fulfilled and provides opportunities which are broad and balanced. This means that children are able to succeed academically, flourish individually and are prepared for life in modern Britain.

National Curriculum (Statutory Requirements)

Mathematics

Mathematical understanding is essential to everyday life. With this in mind, we endeavour to ensure that our pupils develop a positive and enthusiastic attitude towards mathematics that will stay with them and prepare them for their future employment and financial independence.

We are committed to ensuring that all children achieve mastery in the key concepts of mathematics, appropriate for their age group, in order that they make genuine progress and avoid gaps in their understanding that provide barriers to learning as they move through education.

A detailed, structured curriculum is mapped out across all phases, ensuring continuity and supporting transition. Effective mastery curricula in mathematics are designed in relatively small, carefully sequenced micro-steps, which must each be mastered before children move to the next stage. Fundamental skills and knowledge are secured first. This often entails focusing on curriculum content in considerable depth at early stages.

Throughout school, we aim to foster a positive attitude to mathematics as an interesting and attractive part of the curriculum. Pupils develop the ability to think clearly and logically, with confidence, flexibility and independence of thought and develop a deeper

understanding of mathematics through a process of enquiry and investigation. They also develop the ability to apply knowledge, skills and ideas in real life contexts outside the classroom, and become aware of the uses of mathematics in the wider world. Pupils are encouraged to work both alone and cooperatively to solve mathematical problems, and develop personal qualities such as perseverance, independent thinking, cooperation and self-confidence through a sense of achievement and success.

By the time our pupils leave us at the end of Year 6, they will be confident mathematicians who can use mathematics to analyse and communicate information and are able to develop mathematical understanding through practical tasks, enquiry and experimentation.

English

At Malvern Parish CE Primary, we aim for our pupils to become skilled and enthusiastic users of the English language through speaking, listening, reading and writing.

Throughout the school, lessons will include elements of all these aspects with particular focus on developing skills in a specific area. Pupils are encouraged to develop their speaking and listening skills in a range of contexts across the curriculum through opportunities for paired, group and class discussion as well as exploration through storytelling and drama. Oracy plays an important role throughout our curriculum, giving them the opportunity to form and share opinions and to speak confidently in a range of circumstances to a range of audiences.

Early reading is taught through the Little Wandle Letters and Sounds Revised programme in EYFS and KS1; together with a range of activities and experiences aimed at developing understanding and nurturing a love of books and reading. As pupils progress in their decoding skills and prosody skills, there is more emphasis on independent language comprehension and analysis of different writing styles.

Pupils are encouraged to become independent writers and to transfer skills acquired in speaking, listening and reading to their writing. Pupils will have many opportunities to explore writing for different purposes and audiences in a range of curriculum areas. Pupils are encouraged to present their work in a variety of media including use of ICT.

Specific skills in writing, such as spelling, handwriting, punctuation and grammar, will be directly taught and applied through written work.

Through our English curriculum, we aim to give pupils valuable lifelong communication skills.

Science

In science, we believe that pupils should be curious and ask questions about what they see occurring and how things behave. They are encouraged to use scientific vocabulary from an early age to talk about what they have found out and to communicate their ideas in a variety of ways. As the pupil's progress through school, they should select the most appropriate ways to answer science questions using different types of scientific enquiry,

including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. They also use scientific knowledge to draw conclusions based on their evidence and use their understanding to explain their findings.

Computing

We strive to deliver a curriculum that develops children into responsible users of computing, with the skills to use it independently and apply computing skills to all subjects. The core of computing is computer science. In this, children are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Children will be taught to become digitally literate and able to express their ideas through information and communication technology. Children will apply the fundamental principles of computer science including abstraction, logic, algorithms and data representation. They will use their practical experiences to help solve problems, in particular when writing their own computer programmes. Children will become responsible, competent, confident and creative users of information and communication technology. Online safety will weave through all teaching in computing. Children will be taught to keep themselves safe off and online line.

History

The history curriculum aims to ensure that pupils know and understand the history of our island. We believe that it is important for children to understand the importance of their local history. We have carefully planned opportunities for children to understand how Malvern has changed over time, the role of the Malvern Water Cure in medicinal history as well as Worcester's involvement in the English Civil War. Studies will also include change in Britain from the Stone Age to the Iron Age as well as the Roman Empire and its impact on Britain. We also aim to teach significant aspects of the wider world, including the nature of ancient civilisations and the characteristic features of past non-European societies, as well as helping pupils to understand historical concepts, methods of historical enquiry and gain an historical perspective. There are opportunities for children to explore how significant people have impacted history and our lives today as well as time to consider how their actions, views and beliefs could help to shape the future.

Geography

We aim to inspire in pupils a curiosity and fascination about the world and its people, and equip them with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. We focus on teaching locational and place knowledge, human and physical geography as well as geographical skills and fieldwork. Our local geography is important to us. Children explore the area through outdoor adventures, gain an understanding of how our local town is used and there is a planned opportunity for a local fieldwork enquiry.

We are fortunate to have a link with Mabawa Primary School in Tanga, Tanzania and children learn about what life is like in Mabawa as part of our EYFS and key stage 1 curriculum.

Art & Design

Our pupils will be engaged, inspired and challenged through a high-quality art and design programme where they will work to create their own masterpieces. They will be equipped with both the knowledge and skills to enable them to experiment, think critically and express their creativity using their God-given gifts. Children will be regularly provided with the opportunity to review and revisit their ideas. Each year group focuses on developing their key skills of sculpture, drawing and painting and we have a range of resources to support this. In each unit, a key artist has been highlighted so that children understand how they have contributed to the culture, creativity and wealth of our world.

Music

The teaching of music is based upon the fact that it is a creative and social art to be enjoyed. Children have the opportunity to enjoy musical experiences through listening, singing, movement and dance, and by playing tuned and untuned percussion.

Music should engage and inspire, so that the children have the opportunity to develop a love of music and their talent as a musician. Children will be able to compose and listen to different genres of music and evaluate what they have listened to. They will study the works of the great composers and musicians. Children will have the opportunity to learn a musical instrument, understanding how music is created with the dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.

Design & Technology

Using creativity and imagination, pupils design, make and evaluate products that solve real and relevant problems within a variety of contexts. We construct structures, mechanical systems, electrical systems, learn to sew a range of stitches and develop our understanding of cooking and nutrition. Children take part in a range of projects; for example, in cooking, children make vegetable tarts, design biscuits and develop their own recipes and in textiles children will work towards developing the skills to make their own waistcoats.

Children will acquire a broad range of subject knowledge and skills, and draw on other areas of the curriculum such as mathematics, science, computing and art. Pupils will learn how to take risks, becoming resourceful, innovative, enterprising and capable of participating successfully in an increasing technological world.

Foreign Languages

We believe that teaching pupils a language gives them an opportunity to explore and understand other cultures and provides them with the skills to understand and respond to its speakers.

From year 3 to year 6 children are introduced to French. We focus on spoken language to encourage pupils to speak with confidence and fluency, extending the pupils' learning with some written work in Key Stage 2.

Languages are taught in a fun and interactive way using songs and games and key stage 2 have an annual French day which engages children and promotes a love of learning a language. Children in year 2 take part in activities on language day as part of their transition to key stage 2 and we are fortunate to have a visit from a member of The Chase language team who comes to provide the year 6 children with a language transition lesson.

Physical Education and Physical Activity

We believe that a high-quality P.E. curriculum will inspire our pupils to succeed, to the best of their abilities, in a variety of games and physical activities, including competitive sport. This is supported through inter-house sports competitions and numerous off-site sports events for many classes over the academic year. Our pupils are provided with opportunities to enable them to become physically confident, therefore improving their health and fitness; The children have access to multigym equipment on the playground and we have resources for children to support their early physical development such as bikes and trikes. Swimming is an essential life skill and children in year 3 attend swimming lessons at Malvern College.

Religious Education

We follow the agreed syllabus for Religious Education in Worcestershire. We aim to help pupils to develop knowledge and understanding of Christianity and other principal religious traditions represented in Britain, as well as providing opportunities for personal reflection and spiritual development. We encourage pupils to develop a positive attitude towards people who hold beliefs different from theirs, and promote good relationships with and between families, communities and religions.

Visiting places of worship is a significant part of our RE curriculum and pupils will visit churches, a cathedral, a synagogue, a temple and a mosque during their time at Malvern Parish.

Personal, Social and Health Education (PSHE)

PSHE encourages children to become healthy, responsible and independent members of society and active global citizens. We aim to develop self-esteem and self-confidence, and the ability to make informed choices relating to personal and social issues. We teach children to have respect for others and help them to develop good relationships with their peers, adults in school and members of the wider community. We encourage children to be independent and responsible members of the school community and be positive and active members of a democratic society. PSHE will teach children to keep themselves safe.

Early Years Curriculum

At the heart of our teaching and learning in the early years at Malvern Parish are the characteristics of effective learning which are essential for children's development. These are:

- 1) Playing and Exploring:
 - Finding out and exploring;
 - Using what they know in their play;
 - Being willing to have a go.

- 2) Active Learning
 - Being involved and concentrating;
 - Keeping on trying;
 - Enjoying achieving what they set out to do.

- 3) Creating and Thinking Critically
 - Having their own ideas;
 - Using what they already know to learn new things;
 - Choosing ways to do things and finding new ways.

Our Early Years curriculum is supported by the statutory and non-statutory guidance for the Early Years Foundation Stage (Department for Education and Skills). Our Early Years Foundation Stage curriculum supports Learning and Development within seven main curriculum areas:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

Busy Bee Challenges

Each area of learning is incorporated into a variety of activities which the children are encouraged to complete. These are called The Busy Bee Challenges. These challenges are designed to encourage each child to access every area of the curriculum and therefore receive a broad and balanced educational experience. This also gives the children the opportunity to develop as independent learners who can approach an activity with the enthusiasm and confidence to challenge themselves. There is a strong emphasis on learning through play, both pupil initiated and planned play. The curriculum is delivered through a combination of whole class activities, adult-led focused activities and pupil-initiated activities. Our EYFS curriculum is aimed to develop the necessary skills and knowledge to

enable the children to make a seamless transition from the Early Years Foundation Stage curriculum to the National Curriculum in Key Stage 1 and beyond.

The Prime Areas

Communication and language

- Listening, attention and understanding
- Speaking

At the core of our curriculum is interaction with the children which enables them to develop communication skills. Throughout the year, the children will gain confidence to express themselves in a variety of social and learning situations. There will be opportunities for them to demonstrate their understanding in an assortment of ways and to contextually use a range of broad and rich vocabulary.

Physical development

Physical activity is vital in children's all-round development and enables them to flourish and pursue happy, healthy and active lives. The two focus areas are:-

- Gross motor skills
- Fine motor skills

Physical development is at the heart of every area of learning as the children develop fine skills through a variety of play-based activities. Activities such as threading, construction, using pegs, tweezers, tools, using cutlery and malleable materials such as play dough, all enhance their hand eye coordination and ability to form letters for fluent writing.

Reception pupils have weekly P.E sessions where they develop gross motor skills such as negotiating space, demonstrating strength, balance and coordination and moving energetically in a variety of ways; running, jumping, dancing, hopping and skipping.

Personal, Social and Emotional Development

As this is such an important skill for the pupils to develop, we provide continuous opportunities for the pupils to develop skills in:

- Self-regulation
- Managing Self
- Building relationships

Integrated into the daily curriculum are opportunities for the children to develop all of these skills through the play-based curriculum. These skills are also reflected in the values and beliefs that are taught to the children in whole school collective worship and behaviour policy.

The children are taught about a healthy lifestyle and learn that physical activity is an important part of being happy and healthy. As the children become more independent, they learn to manage their own hygiene and personal needs as well as the importance of making

healthy choices. Along with healthy food choices, this will include an awareness of sun safety, hydration, personal hygiene, screen time and good sleep routines.

The Specific Areas

Literacy

- Word Reading
- Comprehension
- Writing



At Malvern Parish C of E Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme.

We start teaching phonics in Reception which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Word Reading

The Early Learning Goal (ELG) states that children should be able to:

- say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

In order to work towards the ELG, all pupils take part in daily phonics sessions. Particular focus is placed on blending and segmenting skills which are also shared with the parents in a phonics workshop. Within the classroom, reception pupils have a 'reading garden' where they can go and explore a wide variety of texts; both fiction, non-fiction, poetry, traditional and modern texts along with a text rich environment.

Parents are expected to listen to their child read for a short period of time daily. The children will take home a phonetically decodable book that is closely matched to their phonic knowledge from a range of reading schemes and a Little Wandle book each week in order to practise their reading skills at home. In addition, the children will choose a class library book which we suggest is shared as a bedtime story. This allows the children to develop comprehension skills and also to listen to different character voices or expression to further develop their own reading skills.

The common exception words are taught throughout the Little Wandle phonics programme too. The 'tricky' part of the word is taught and these will be shared with parents and children so that they can then practise reading and writing them at home too. They are encouraged to notice them in different places, write them in steam or mud, sing songs and practise the letter formation within the word.

Comprehension

The Early Learning Goal (ELG) states that children should be able to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

During focus reading sessions the children follow a systematic programme where reading sessions relate to 1) Decoding, 2) Prosody, 3) comprehension. During these sessions and whole class reading, children will be asked to answer questions relating to what they have read or heard; including the meaning of new words. This enables the children to develop purposeful reading skills and also a love of reading for pleasure.

Writing

The Early Learning Goal (ELG) states that children should be able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

In addition to their daily phonic sessions (please see reading), pupils are provided with the opportunity to write for a variety of different purposes: lists, labels, recipes, names, menus, stories etc. When children enter reception class, mark making is encouraged and promoted. Writing opportunities are available in all areas of the classroom, both inside and outside. Many of the physical development activities will help to support their writing ability and correct letter formation.

The children will sometimes work in a focus group to practice specific skills with an adult. The spelling of irregular common words should be correct and they will be taught how to use word mats and working walls to aid their writing. Many of the Communication and Language and Physical Development objectives further support effective writing. This may be to say and remember a sentence, considering finger spaces between words and punctuation such as a capital letter and full stop. They will record some work in their writing book and their self-initiated work may be added to their Busy Bee Book. Adults in the classroom will help the children to engage with their targets verbally and to begin to learn about the marking policy at Malvern Parish.

Mathematics

- Number
- Numerical Patterns

Number

The Early Learning Goal (ELG) states that children should be able to:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

The Early Learning Goal (ELG) states that children should be able to:

- Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

As the children make progress towards the Early Learning Goal, they have opportunities to demonstrate their mastery skills in a range of appropriate activities, both inside and outside of the classroom. They will learn some of the strategies found within the key stage 1 mastery curriculum such as the use of ten frames, part-part whole models and the representation of numbers in different ways. This will help them to develop a sound early understanding of the number system.

Adults, in all areas of the classroom, will model mathematical language and use questioning to deepen the children's understanding and enhance their learning. Some activities will be child initiated and others will be planned focus activities. It is important that children develop positive attitudes and interest in mathematics, look for patterns and spot connections. Children will be encouraged to 'have a go' and talk about what they have noticed and not be afraid to make mistakes.

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World.

Through the variety of topics taught, the pupils build a range of knowledge and skills about their local community and the natural world around them. As we teach our Christian Values, the children will be sensitive to differences and curious as they learn how to take care of the

world around them and each other. Families are encouraged to share their skills with reception class as we learn about each other; may this be culturally or to learn about different professions. We aim to visit local areas to provide a range of personal experiences to foster an understanding and increase their knowledge of the world around them, enriching vocabulary too.

Expressive arts and design

- Creating with materials
- Being imaginative and expressive

The creation station and the role play areas in the classroom offer the opportunity for the children to develop skills such as using scissors and explore a range of materials to demonstrate their creativity and imagination. Role play also helps to develop their language skills and making relationships (PSED). The children are encouraged to choose their own resources and to share their creations, explaining the processes they have used.

Christian Values

At Malvern Parish, our vision is for all children to become aware of their God-given gifts so they can flourish as individuals, achieve academically and build firm foundations for the future. This vision is deeply rooted in strong Christian tradition and based upon:

“I come that they may have life and have it to the full”. John 10.10

“For I know the plans I have for you,” declares the LORD, ***“plans to prosper you and not to harm you, plans to give you hope and a future.”*** Jeremiah 29.11

We seek to develop our vision through our Christian values of Friendship, Respect, Trust, Peace, Truthfulness and Forgiveness and live out these values in every part of school life, including our curriculum.

British Values

Pupils have many opportunities to explore, develop and promote British values throughout our curriculum; links are made in foundation subjects where there are opportunities to discuss the British values of democracy, rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. We believe that these discussions, within the context of learning, help to develop and deepen understanding and we feel that this prepares children for living in modern day Great Britain.

The Malvern Parish Experience

During their time at Malvern Parish, we aim to provide the pupils with a wide range of experiences, both within the school day and beyond, and within the school site and beyond.

The Arts

We recognise the importance of the arts and both music and drama feature heavily in our curriculum. Pupils have the opportunity to perform in an annual show for an audience of family and friends, as well as to take part in church services. In Collective Worship, we listen to a wide range of music and sing a variety of songs ranging from traditional hymn to modern pop songs. As well as the opportunity to sing in our school choir, our older pupils take part in Young Voices where they sing as part of a huge choir made up of schools from all over the Midlands. This concert is performed at the LG Arena to an audience of several thousand people. Opportunities are provided to learn a variety of musical instruments such as recorder, violin, clarinet, flute and guitar. Some of these instruments are taught to the whole class whilst peripatetic music teachers teach others to individuals, pairs and small groups.

The Physical Environment

Our school is situated in a lovely part of rural Worcestershire and we take opportunities to use it to inspire and create creativity. Forest School is introduced for pupils in Reception and learning outside of the classroom is strongly encouraged. Children have the opportunity to take part in two residential visits to Malvern Hills Outdoor Centre in Year 4 and Llanrug, North Wales in Year 6.

Our Local Area

Malvern Parish and the wider area allow us to provide a wealth of experiences for our pupils. Throughout their time at school, they will have the opportunity to walk on the Hills, visit Malvern Library, Great Malvern Priory, Christ Church and Worcester Cathedral, as well as undertake local studies. We also welcome visitors from the local area into school. This includes a group of people from local churches come into school to lead an 'Open the Book' assembly, representatives from Malvern Library to talk about book challenges and local police community support officers helping to educate the children on road safety.

Sporting Activities

Pupils take part in a wide range of activities in line with the National Curriculum. Pupils have chances to take part in competitive matches with our neighbouring schools and a variety of festivals organised by The Chase High School and Malvern St James Girls School. We hold an annual competitive Sports Day and provide a variety of after school sport clubs over the course of the year.

Special Events, Activities, Days and Visitors

- **Essential Learning Experiences to support the curriculum**

We believe very much in taking pupils on educational visits to support learning. These trips include things such as visits to museums, farms and theatres. Many classes also have themed workshops in school to help bring the children's learning to life

- **Visits to local schools**

We are very fortunate to be within walking distance of The Chase High School, Malvern St James and Malvern College and are often invited to take part in a variety of activities including language tasters, sports festivals and science fayres.

- **Residential Trips**

Pupils in Year 4 visit Boundless Outdoors in Malvern and Year 6 have the opportunity to take part in a four-day residential trip to Llanrug in North Wales. Both trips provide the opportunity to take part in a variety of adventurous activities including high rope courses and a zip-wire in Malvern, and gorge walking, canoeing and climbing in Llanrug.

- Visits to local churches including Christ church, Great Malvern Priory and Worcester Cathedral. We aim to visit other places of worship.

- **Visitors**

We regularly welcome visitors to school who help to enrich our curriculum and have had visits from the History Man and the Dogs Trust.

- **Live theatre and cinema visits**

Opportunities are taken to visit theatres and cinemas when they become available. This includes a visit to a local pantomime.

- **Life skills**

Throughout the school, we teach life skills such as cooking, swimming and sewing. We also run a Bikeability programme for Year 5 and Year 6 and pedestrian training for all year groups.

Mabawa Primary School

Our global curriculum is primarily involved with teaching children about their place in the world and where home is, which helps them to build their understanding and appreciation for the world they live in. Children learn about our link with Mabawa Primary School and explore the differences and similarities in school life. Together with help from the PTA, children take part in fundraising events which support the development of Mabawa Primary School.

Extra-Curricular Activities

Pupils are allowed and encouraged at every opportunity to take part in extracurricular activities. Different clubs are offered each term, including art, coding, felting, Imagineering and gardening.

Pupils with Special Needs

The curriculum at Malvern Parish is designed to provide access and opportunity for all pupils who attend our school. If we think it is necessary to adapt the curriculum to meet the needs of individual pupils, then we do so in consultation with the parents of the pupil. Further information can be found in the SEN Information Report published on our school website.

Equality Statement

Malvern Parish CE Primary School is committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers irrespective of race, gender, disability, belief, religion or socio-economic background.

We are proud of the diversity in our school community and have regard to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations and positive attitudes between all characteristics and different groups in all of its activities

This perspective is embedded and expected in all our policies and practices to ensure discrimination and inequality are tackled appropriately.

This policy was written by the teaching staff of Malvern Parish CE Primary School.

It will be reviewed annually.