

The Bellbird Primary School



Curriculum Policy

July, 2026

Curriculum vision

"Words do two major things: They provide food for the mind and create light for understanding and awareness." - Jim Rohn

At The Bellbird Primary School, we strive to offer a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental and physical development of all pupils. We believe our curriculum prepares pupils for the opportunities, responsibilities and experiences of later life. By the end of Year 6, children leave our school ready to face the excitement and challenges of secondary school. They are confident to take responsibility for their own learning, develop new relationships, and have a positive attitude to school life.

Our curriculum is made up of both the statutory curriculum, and wider opportunities and experiences that help develop our pupils into responsible citizens with a life-long love of learning.

Vision, Values and Motto

Vision:

At The Bellbird Primary School, we focus on developing happy, confident children, who are intrinsically motivated to achieve their individual potential. We aim to provide them with a safe and creative environment with consistent learning opportunities to achieve this. We recognise the value in involving the whole school community in this vision and seek to empower all staff, parents, carers and governors to work towards this goal for our children: learning does not just take place within the school day. We actively promote the values below to support our children in 'soaring to success'.

Values (CARE):

Through working with our school community, we have identified the following key areas that we all value for our children:

Curiosity – We encourage pupils to ask questions, explore new ideas and develop a lifelong love of learning in a caring, stimulating environment.

Ambition – We inspire every pupil to achieve their very best through a broad, engaging and ambitious curriculum that prepares them for the next stage of education and beyond.

Respect – We value ourselves, one another and our community, celebrating diversity, inclusion and belonging.

Empathy – We encourage kindness, compassion and understanding so that every member of our community feels valued, supported and able to flourish.

Our vision and values can be summarised in our motto and aims which we use with our children to support their development.

Motto: 'Soaring to success'

At The Bellbird Primary School, our motto, '**Soaring to Success**', sits at the heart of our curriculum. We believe every child has the potential to succeed, and our curriculum is carefully designed to inspire curiosity, nurture ambition, and develop the knowledge, skills and character needed for lifelong learning. Through rich learning experiences, high expectations and our CARE values, we encourage every pupil to grow in confidence, overcome challenges and achieve their very best—both academically and personally.

Our Curriculum

At The Bellbird Primary School, we have designed an ambitious, broad and carefully sequenced curriculum that enables every child to '*Soar to Success*'. Rooted in our CARE values of Curiosity, Ambition, Respect and Empathy, our curriculum is designed to equip pupils with the knowledge, skills and character they need to thrive in education and beyond.

We believe that every child deserves access to a rich, knowledge-led curriculum, regardless of their background or starting point. Particular emphasis is placed on developing pupils' language, communication and vocabulary, recognising that a strong command of language underpins success across every area of learning. Carefully selected ambitious vocabulary is explicitly taught and revisited across all subjects, enabling pupils to confidently articulate their ideas, explain their thinking and communicate with precision.

Our curriculum is delivered through carefully chosen, high-quality schemes of work, including **Little Wandle Letters and Sounds Revised**, **Herts Essential Writing**, **Kapow Primary** and **Get Set 4 PE**. These programmes have been selected because they provide clear progression, ensure full National Curriculum coverage and support teachers in delivering consistently high-quality lessons. They also promote the accurate use of subject-specific technical vocabulary, enabling pupils to think, speak and write like historians, scientists, artists, geographers, designers, musicians and mathematicians.

Reading and writing sit at the heart of our curriculum. Through **Herts Essential Writing**, pupils are immersed in rich, high-quality literature and carefully selected model texts that inspire a love of reading while providing authentic purposes for writing. These texts expose children to ambitious vocabulary, sophisticated language structures and exemplary authorial techniques, helping them to develop as confident, fluent and imaginative writers. High expectations for spoken language, grammar and subject-specific vocabulary are woven throughout every area of the curriculum.

Meaningful links between subjects enable pupils to make connections in their learning and apply their knowledge across different contexts. Whether interpreting historical evidence, writing scientifically, analysing geographical data or presenting ideas through art and design, pupils continually revisit and apply previously learned knowledge, deepening their

understanding and strengthening long-term memory.

Alongside academic achievement, our curriculum is designed to develop compassionate, resilient and responsible young people. Through our CARE values, PSHE, Religious Education, assemblies, enrichment opportunities and wider school life, pupils develop a strong moral purpose, an appreciation of diversity and British values, and the confidence to make a positive contribution to their community and the wider world.

Within a caring, inclusive and aspirational environment, our curriculum nurtures curious minds, broadens horizons and inspires every child to become a confident, knowledgeable and successful lifelong learner.

Outdoor Learning

Spending time outdoors in the natural world has huge benefits for children's physical and mental health. At The Bellbird, we recognise these advantages and are committed to giving children access to a range of exciting outdoor learning activities. The Bellbird Primary School is fortunate to have a large outdoor area containing a range of different habitats, and we are focusing on developing learning opportunities for children in these grounds. Staff create learning activities across the whole curriculum in the outdoor environment. As one of our pupils recently said about their own learning, "Being outside makes it an adventure".

In addition, we are proud to offer a Forest School programme led by two fully trained and qualified Forest School Leaders, who deliver weekly sessions. These sessions develop pupils' confidence, resilience, independence, teamwork and environmental understanding through regular, hands-on learning in our woodland environment.

Classes have their own designated area of school allotment to facilitate gardening skills. The children have access to our school pond and willow, wilderness and woodland areas within the school grounds for forest school activities.

The Organisation of the Curriculum

We believe that our children should not only reach their best academically, but also develop a love for life- long learning and understand the importance of resilience when faced with a challenge. Our staff ensure that the curriculum engages and excites all of the children, and is taught in meaningful contexts which are relevant to pupils.

EYFS/Foundation Stage

We offer a comprehensive induction programme into school life.

Children in the Foundation Stage follow the Early Years Foundation Stage curriculum, where there are seven areas of learning –

Prime Areas

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Children participate in a wide range of activities, both indoor and outdoor, that provide a sound foundation for later achievements. The Foundation Stage classrooms have an outdoor area leading from the classroom to ensure the outdoor curriculum is used to its full advantage. The Foundation Stage allows our children to explore and develop their interest and understanding through carefully planned and shared activities and opportunities. Our Early Years really help our children to explore and engage in their learning.

Early Reading and Phonics

At The Bellbird Primary School, we use the **Little Wandle Letters and Sounds Revised** programme to deliver high-quality, systematic synthetic phonics. Phonics teaching begins in Reception and continues throughout Year 1, ensuring pupils develop the knowledge and confidence to become fluent readers. For those who require additional support, the Little Wandle programme continues into Year 2 and, where appropriate, into Key Stage 2 through carefully targeted keep-up interventions. This solidifies pupils' phonic knowledge, enabling them to catch up quickly, read with increasing fluency and confidence, and fully access the wider curriculum.

Planning

We have developed a curriculum overview which is scaffolded and rigorously planned by teachers and subject leaders but is flexible enough to respond to the interests of the children. Our curriculum is designed to develop children's understanding of key concepts ('big ideas') across a broad range of disciplines, whilst giving time to ensure these are studied in sufficient depth. The overlearning of key skills and knowledge is encouraged and children have time for repetition. The curriculum is sequenced so that skills, knowledge and vocabulary are interwoven and revisited regularly, and learning is cumulative in nature.

There are three parts to our planning:

Long term planning:

From September 2025, The Bellbird Primary School adopted the Kapow Primary curriculum for Art and Design, Design and Technology, Geography, History, Science, Music and PSHE, with Religious Education joining the Kapow curriculum from September 2026.

Kapow provides a carefully sequenced, knowledge-rich curriculum that has been designed around evidence-informed pedagogy. Learning is structured to build progressively over time, enabling pupils to secure key knowledge, revisit important concepts and make meaningful connections between areas of learning. The curriculum incorporates approaches such as retrieval practice, spaced retrieval and purposeful revisiting of prior learning to strengthen long-term memory and deepen understanding.

A key strength of the Kapow curriculum is its emphasis on the explicit teaching of ambitious, subject-specific vocabulary and technical terminology. This enables pupils to communicate accurately and confidently while developing disciplinary knowledge across each subject.

Our long-term curriculum plans set out the sequence of learning for every year group, ensuring full coverage of the National Curriculum whilst building knowledge and skills progressively from one year to the next. Each subject is organised into carefully planned units of work, typically taught over a half term or term, with clear opportunities for pupils to revisit prior learning and apply their knowledge in new and increasingly challenging contexts. Curriculum sequencing also highlights purposeful links between subjects, allowing pupils to make meaningful connections across the wider curriculum while ensuring each subject retains its own distinct disciplinary knowledge.

Medium Term Planning:

These plans show specific objectives to be taught within each area of the curriculum and the links between them. They give a detailed breakdown of the skills, knowledge and vocabulary that must be taught in each foundation subject and identify cross-curricular links.

Weekly Planning:

These plans break down the objectives into weekly achievable targets and activities. The plans indicate how the work will be differentiated and what the pupil outcomes will be.

Weekly plans, particularly in maths and English, are linked to daily responsive marking sheets, where teachers record class misconceptions and individual learning needs that need to be addressed promptly. Responsive marking requires teachers to be flexible and adapt their weekly plans, providing timely intervention and targeted support that meets the needs of all learners.

Inclusion

At The Bellbird Primary School, we are committed to providing an inclusive, ambitious and nurturing learning environment where every child is valued, respected and supported to achieve their full potential. We celebrate the diversity of our school community and ensure that all pupils have equal access to a broad, balanced and ambitious curriculum, regardless of their age, disability, race, religion or belief, sex, sexual orientation or any other protected characteristic.

High-quality teaching is at the heart of our inclusive approach. We believe that the needs of the vast majority of pupils are best met through carefully planned, adaptive teaching within the classroom. Teachers use effective scaffolding, targeted questioning, appropriate adaptations and evidence-informed strategies to ensure that all pupils can successfully access and engage with the curriculum while maintaining high expectations for every learner.

Where additional support is required, pupils benefit from carefully planned interventions that complement, rather than replace, high-quality classroom teaching. For pupils with Special Educational Needs and Disabilities (SEND), provision is tailored to meet their individual needs, enabling them to make strong progress alongside their peers wherever possible. For a small number of pupils with more complex needs, we provide a personalised curriculum that is carefully designed to develop their academic achievement, independence, communication and wider life skills.

Monitoring and review

The Senior Leadership Team monitor the progression, continuity and effectiveness of the curriculum together with the governing body.

The Headteacher and SLT are responsible for the day-to-day organisation of the curriculum. The Headteacher and SLT monitor weekly planning through year group reviews and book looks, ensuring that all classes are taught the full requirements of our curriculum. Subject leaders regularly monitor long and medium-term planning to ensure continuity and progression across both key stages.

Appendix 1 Subject Statements

English

The English programmes of study within the National Curriculum for English states:

“A high- quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.”

At The Bellbird we have identified five areas which we believe support the development of our children’s communication skills. These areas are:

- The direct teaching of vocabulary – our children are taught to be ‘word aware’ and we teach high-level vocabulary (known as ‘spotlight words’) on a weekly basis.
- Reading for pleasure – our well stocked school library is at the heart of our school and teachers use Herts Essential Writing, underpinned by high-quality texts. Well known authors and illustrators visit and work with all classes throughout the school year.
- Writing for effect and for a range of audiences – writing tasks are set within meaningful contexts and, where appropriate, work is published for a wider audience, for example in the Sawston Scene magazine.
- Confident speaking and attentive listening – children are taught how to explain, compare and discuss their ideas with others and to present their knowledge of a range of poetic forms.
- Have a secure understanding of the rules governing grammar and punctuation and to be able to spell a broad range of words. The five aspects of our English curriculum are vital skills for life and, at The Bellbird, we believe that effective communication, in all its forms, is the key to becoming a happy citizen who contributes to our society.

Maths

At The Bellbird, we use the White Rose Maths scheme alongside a mastery approach, with ‘five big ideas’:

Coherence

Teaching is designed to enable a coherent learning progression through the curriculum, providing access for all pupils to develop a deep and connected understanding of mathematics that they can apply in a range of contexts.

Representation and Structure

Teachers carefully select representations of mathematics to expose mathematical structure. The intention is to support pupils in 'seeing' the mathematics, rather than using the representation as a tool to 'do' the mathematics. These representations become mental images that students can use to think about mathematics, supporting them to achieve a deep understanding of mathematical structures and connections.

Mathematical Thinking

Mathematical thinking is central to how pupils learn mathematics and includes looking for patterns and relationships, making connections, conjecturing, reasoning, and generalising. Pupils should actively engage in mathematical thinking in all lessons, communicating their ideas using precise mathematical language.

Fluency

Efficient, accurate recall of key number facts and procedures is essential for fluency, freeing pupils' minds to think deeply about concepts and problems, but fluency demands more than this. It requires pupils to have the flexibility to move between different contexts and representations of mathematics, to recognise relationships and make connections, and to choose appropriate methods and strategies to solve problems.

Variation

Procedural variation considers how the student will 'proceed' through a learning sequence. Purposeful changes are made in order that pupils' attention is drawn to key features of the mathematics, scaffolding students' thinking to enable them to reason logically and make connections.

Science

At The Bellbird Primary School, we use the Kapow Primary Science curriculum to provide a rich, ambitious and knowledge-led science education that inspires curiosity and develops a lifelong love of learning. The carefully sequenced curriculum builds pupils' scientific knowledge and understanding progressively from Reception to Year 6, ensuring that key concepts are revisited and deepened over time.

Science at Bellbird encourages children to explore the world within them, the world around them and the world beyond, fostering their natural curiosity and encouraging them to ask meaningful questions such as 'Why?', 'How?' and 'What if?' Alongside developing secure scientific knowledge, pupils learn to work scientifically through a wide range of enquiry types, including observing over time, identifying and classifying, pattern seeking, comparative and fair testing, and researching using secondary sources. These opportunities enable children to investigate, test ideas, collect and analyse data, draw conclusions and communicate their findings with confidence.

Our science curriculum also makes purposeful links with other areas of learning. Pupils apply their mathematical skills when measuring, recording and interpreting data, develop their writing by explaining investigations and presenting evidence-based conclusions, and strengthen their speaking and listening through the accurate use of scientific vocabulary. By making these meaningful connections, our curriculum equips pupils with the knowledge, skills and confidence to understand and make sense of the ever-changing world around them.

Art / Design Technology

Art and Design Technology are a fundamental part of The Bellbird's curriculum as it stimulates creativity, individuality and imagination in all pupils.

Art

The Kapow Art curriculum that we follow at The Bellbird is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. Pupils can revisit key disciplines at increasing degrees of challenge and complexity and are equipped to successfully think, work and communicate like an artist.

Design Technology

Our Kapow Design Technology curriculum inspires pupils to acquire knowledge as designers and technologists. The curriculum is organised into blocks with each block covering a particular set of disciplines, including food and nutrition, mechanisms, structures, systems, electrical systems, understanding materials and textiles. The children consider the design stages; creating prototypes, experimenting with different materials, making and then evaluating their product. They are encouraged to think about the production criteria and how to make their product unique. Design Technology allows children to understand the world in which they live and develop skills to continue to add to our wider community.

Computing and Online Safety

At The Bellbird Primary School, we believe that technology should empower children to learn, create and communicate safely and responsibly. Our computing curriculum develops pupils' digital literacy, computational thinking and coding skills, while ensuring they understand how to use technology confidently, effectively and safely in an ever-changing digital world.

In April 2026, we strengthened our online safety provision by working with The 2 Johns, nationally recognised experts in online safety education. Their evidence-informed programme provides high-quality training and resources for pupils, staff and parents, ensuring that our whole school community has a shared understanding of how to stay safe online. Through assemblies, workshops and staff development, pupils learn about age-appropriate online risks, healthy online relationships, digital wellbeing, cyberbullying,

privacy, misinformation and the importance of managing their digital footprint. Parents are also supported to understand current online trends and how to keep their children safe beyond the school day.

Online safety is embedded throughout our curriculum rather than taught as a standalone topic. It is revisited regularly so that pupils progressively develop the knowledge, judgement and resilience needed to make safe and responsible choices whenever they use technology. Internet access is carefully filtered and monitored, with clear safeguarding procedures in place to ensure any concerns are identified and acted upon promptly.

Within the classroom, technology is used purposefully to enhance teaching and learning. Interactive displays, visualisers, laptops and iPads enable teachers to model learning effectively and provide pupils with engaging opportunities to research, collaborate, create and present their work. Computing lessons develop coding, programming and digital literacy skills, while technology is also used across the wider curriculum to enrich learning through research, communication, creativity and problem-solving.

By combining a progressive computing curriculum with a strong emphasis on online safety, we equip our pupils with the knowledge, skills and confidence to use technology positively, responsibly and safely—both now and in the future.

Geography

The Kapow Geography curriculum at The Bellbird focuses on 4 substantive concepts. These are locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. At The Bellbird, we aim to equip children with a wider understanding of different locations around the world and how they compare and contrast with each other. Children learn about how humans interact with their environment and the impact they have on the areas in which they live and on the wider world. They also learn about the physical geography of the Earth and vocabulary associated with its different features. Children develop their ability to interpret different sources of information including compasses, maps, photographs and graphs.

Alongside our substantive concepts, we encourage the children to ‘think as a geographer’ through 5 areas of disciplinary knowledge. These are place and space, scale and connection, physical and human geography, environment and sustainability and culture and diversity. Place refers to a location and what it means to people. Scale and connection will give children a better understanding of locality compared to globality, as well as how places are connected. Physical and human geography will give the children an appreciation of how places are shaped and evolve. Our focus on environment and sustainability will encourage the children to think about our ethical consumer habits and choices. Finally, culture celebrates the difference between places and an understanding and respect for diversity.

History

The Kapow History curriculum at The Bellbird equips children with substantive knowledge, the subject knowledge and explicit vocabulary used about the past, and disciplinary knowledge, the use of that knowledge and how children construct understanding through historical claims, arguments and accounts. The features of thinking historically may involve significance, evidence, continuity and change, cause and consequence, historical perspective and contextual interpretation.

Who? What? Where? When?, How? and, most importantly, Why?, are the questions that drive our history curriculum. Through such a spirit of enquiry, the children will develop a sense of chronology, an understanding of the causes and consequences of events, the similarities and differences between historical periods and the role of the individual in forming the past. Visitors in, trips out, artefacts and a huge range of sources will help to spark the children's curiosity by bringing life to events from centuries past.

Languages -French

At The Bellbird Primary School, we use the Language Angels scheme to deliver a progressive, engaging and well-sequenced French curriculum. Language Angels has been carefully designed to meet the requirements of the National Curriculum, ensuring pupils systematically build their knowledge, vocabulary and confidence from Year 3 to Year 6. Learning is carefully sequenced so that new vocabulary, grammar and sentence structures build upon prior learning, helping pupils to retain and apply their knowledge over time.

The curriculum develops pupils' speaking, listening, reading and writing skills through enjoyable and interactive lessons, while also broadening their understanding of French culture and traditions. Regular opportunities to revisit previously taught vocabulary and language structures strengthen long-term memory and improve fluency. By the end of Key Stage 2, pupils have the confidence to communicate in simple spoken and written French and have developed a positive attitude towards learning languages, preparing them well for secondary education.

Music

Music is seen as an important part of our school's curriculum. All children are given a wide experience of listening to music, music-making and singing. Children will explore a wide range of musical styles including pop, soul, rock and classical. Across the school, children learn to play and compose music on a range of tuned and un-tuned percussion instruments. In KS2 recorders are also introduced, and ukuleles in Year 6. From September 2026, we use an excellent music resource, Kapow, to support staff in delivering an exciting and inclusive musical curriculum. Extra-curricular music tuition is available for those parents who wish to purchase this service. Children in KS2 have the opportunity to join our Choir and their performances are always greeted enthusiastically. Both key stages have weekly singing assemblies, and every year group gets performance opportunities through class assemblies.

We are passionate about music being at the heart of our school, recognising the role music plays in both children's academic and social development.

Physical Education

At The Bellbird Primary School, we use the Get Set 4 PE curriculum to deliver a high-quality, progressive physical education programme that enables every child to develop the knowledge, skills and confidence to lead an active, healthy lifestyle. The curriculum is carefully sequenced, ensuring that pupils build and refine fundamental movement skills before applying them across a wide range of sports and physical activities. Lessons are inclusive, appropriately challenging and designed to support all learners, whatever their starting point.

Physical Education is taught by both class teachers and our specialist sports coach, making full use of our excellent facilities, including our spacious hall, extensive playing field and playground, alongside a wide range of high-quality equipment. Throughout the year, pupils experience a broad and balanced curriculum encompassing invasion games, net and wall games, striking and fielding, gymnastics, dance, athletics and outdoor adventurous activities. We further enrich our provision through specialist coaching and inspirational visitors, introducing children to new sports and encouraging lifelong participation in physical activity.

Children have numerous opportunities to represent the school through extracurricular clubs, festivals and competitive sporting events. All pupils in Key Stage 2 take part in swimming lessons, developing this essential life skill, while pupils in Years 4 and 6 also participate in Bikeability, helping them become safe, confident and responsible cyclists.

Our annual Sports Day is a highlight of the school calendar, bringing together pupils, families and staff to celebrate teamwork, resilience, determination and personal achievement. Through our PE curriculum, we aim to develop not only physical competence, but also the confidence, perseverance and sportsmanship that help our pupils to truly Soar to Success.

Religious Education

From September 2026, The Bellbird Primary School has been delivering Religious Education through the Kapow Primary RE curriculum. Kapow provides a carefully sequenced, knowledge-rich curriculum that enables pupils to develop a secure understanding of a range of world religions and worldviews while encouraging thoughtful discussion, respectful debate and critical thinking. The curriculum builds progressively from year to year, ensuring that pupils revisit and deepen their understanding of key concepts and beliefs over time.

Our aim is to enable children to understand and appreciate the beliefs, values and traditions of others, both within our local community and across the wider world, while developing

the confidence to reflect upon and articulate their own beliefs and values. Through the study of Christianity, Judaism, Islam, Hinduism, Sikhism, Buddhism and Humanism, pupils develop empathy, challenge stereotypes and learn to engage respectfully with different perspectives—essential skills for life in modern Britain.

RE is taught weekly and is brought to life through engaging enquiry-based learning, the exploration of religious artefacts, visits to local places of worship and opportunities to meet members of different faith communities where possible. Pupils are encouraged to ask thoughtful questions, investigate different viewpoints and develop the knowledge and understanding needed to become respectful, informed and open-minded citizens. Daily collective worship, rooted in a broadly Christian ethos while recognising the diversity of modern society, further supports pupils' spiritual, moral, social and cultural development.

PSHE (Personal, Social and Health Education) / RSE (Relationships and Sex Education)

At the Bellbird, we want to help children to respect themselves and others and to be able to move safely and confidently through childhood, into adolescence and beyond. We want to help our children to form healthy friendships and relationships, to understand and manage their emotions, to be confident, knowledgeable citizens and to be able to understand the changes their bodies go through as they grow. All of these will help them to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work.

Teachers have access to the 'Kapow PSHE' service schemes to help them plan units of work that are sensitive and suitable to the age and stage of their children. The children's learning revolves around five key ideas that will enable them to develop into conscientious and well-rounded people: Myself and My Relationships, Citizenship, Healthy and Safer Lifestyles, Economic Wellbeing, and Sex and Relationships Education. Since September 2020, Relationships and Health Education has become a statutory part of the curriculum. There are many cross curricular links with the Science curriculum. Parents have the right to withdraw their child from the element defined as 'sex education', which is defined as human conception and birth. These elements are taught exclusively in Year 4 and Year 6. Parents are informed of the SRE curriculum areas being taught before Summer 2 so that they can ask questions, talk to their children and make informed decisions.

We think it is essential to support the positive wellbeing and good mental health in our children to help them to be happy and confident learners. Most classrooms have stations that enable children to signal how they are feeling each day so that any problems are picked up quickly. We have a Wellbeing co-ordinator who is responsible for running social skills, friendship and self-esteem sessions with small groups throughout the week. Relaxation station is held most days of the week at lunchtime to support children who find lunchtimes more challenging. In addition, a specialised Wellbeing Hub called 'The Nest' is currently under construction on the school field and should be ready for use by September 2022.

Children who are bereaved can have access to memory boxes which they can create to share their memories of their loved one with their teachers and their family.

July 2026