

Curriculum Strategy

By the end of EYFS:

We want our children to be:	So they need to have experienced:	Therefore our curriculum needs to include:
<p>Secure, harmonious and happy in their relationships with their peers and adults.</p> <p>Kind and happy children.</p>	<ul style="list-style-type: none"> • A strong relationship with staff. • Working with a wide range of adults, both in the school and in our wider community. • Making friends. • Opportunities to play and learn together with their peers and other children in the school, learning from good role models. 	<ul style="list-style-type: none"> • An explicit focus on activities that develop children’s personal, social and emotional skills, e.g turn taking, sharing, resolving conflict amicably. • Teaching children how to recognise a wide range of emotions and emotional states and develop a toolbox for self-regulation. • A focus on developing engaging role play activities. Include role play by adults to initiate discussions and embed a wide range of different cultural and family experiences to develop inclusive relationships. • Embedding a values-based education in all their experiences – values should be discussed and shared as an integral part of the children’s daily learning
<p>Strong communicators</p>	<ul style="list-style-type: none"> • A deep and rich variety of vocabulary and language. • Exposure to a wide range of children’s literature. Being read to at home and at school. • Exposure to a wide range of discussion topics at home and at school. 	<ul style="list-style-type: none"> • A curriculum founded on exposure to a wide range of high-quality age-appropriate children’s literature. • Explicitly teaching and enhancing of vocabulary through our daily teaching and learning environment. • Explicit focus on developing speaking and listening skills, helping pupils to communicate effectively to adults and with each other.
<p>Physically confident, active and well-co-ordinated.</p>	<ul style="list-style-type: none"> • Lots of outdoor and physical play to develop gross motor skills. • An environment where lots of fine motor skills are embedded in continuous provision. • Access to Forest School both in lesson time and lunch time. • Access to a wide range of before and after school sports based clubs. • School Travel Plan and Walking Zone Map. 	<ul style="list-style-type: none"> • Enhanced provision based on individual needs and developing fine and gross motor skills. • Daily activities to develop fine and gross motor skills e.g. finger gym. • Planned PE sessions throughout the Early Years, including gymnastics, games and dance to refine gross motor skills. • Continuous free flow access to the outside area. • A wide range of before and after school clubs to develop skills and keep children active, e.g. cheerleading, street dance, football. • Opportunities to explore and learn actively in Forest School • Incentives to travel sustainably to school [bike, walk, scooter] through School Travel Plan and Walking Zone Map.

We want our children to be:	So they need to have experienced:	Therefore our curriculum needs to include:
<p>Readers and writers, who love books and enjoy communicating through their writing. Story-tellers.</p>	<ul style="list-style-type: none"> • High quality teaching of reading and writing across the curriculum. • High quality teaching and opportunities for speaking and listening. • A strong foundation in early phonics • An environment that is rich in language, with a great range of high quality books to interest and inspire children. 	<ul style="list-style-type: none"> • Exposure to letters, words and phrases in both the indoor and outdoor provision. • Opportunities to use and apply reading and writing skills meaningfully across all areas of learning, both indoors and out. • Daily opportunities for children to read to an adult. • Daily story time, listening to an adult read. • Engaging role play activities that encourage speaking and listening and oral story telling. • Exposure to high quality literature, non fiction and poetry. • Explicit sharing and enhancing of vocabulary through the daily teaching and learning environment. • Opportunities to practise and enhance their speaking and listening skills • Opportunities to retell stories orally and to make up their own for different audiences. • Focused adult-led phonics activities to ensure that all children entering Year 1 can read and write a grapheme for each of the 44 phonemes. • Early identification of pupils who need additional support and provision of personalised input to help them build a strong foundation in reading, phonics and writing before moving up to Year 1
<p>Confident with numbers and simple calculations</p>	<ul style="list-style-type: none"> • High quality teaching of maths as a discrete subject and across the curriculum. • Opportunities to explore number across all areas of learning, both inside and out. • A strong foundation in number 	<ul style="list-style-type: none"> • Exposure to numbers in both the indoor and outdoor provision. • Opportunities to use and apply number skills across all areas of learning, both indoors and out. • Access to a range of concrete and visual resources to support conceptual understanding. • Focused adult-led activities to develop number skills. • Explicit teaching of number bonds and foundation skills to manipulate number, with the opportunity to practise these skills indoors and out. • Early identification of pupils who need additional support and provision of personalised input to help them embed a strong foundation before moving up to Year 1

We want our children to be:	So they need to have experienced:	Therefore our curriculum needs to include:
Ambitious for their future, with high aspirations	<ul style="list-style-type: none"> • Input from lots of different positive role models. • Opportunities to talk about their own dreams for the future. 	<ul style="list-style-type: none"> • Visits to and visitors from the local community and other inspirational people, e.g. people who help us. • Opportunities for parents to get actively involved in learning alongside their children. • Learning alongside older children e.g. reading buddies, mixed age activities e.g. during focus weeks, World Book Day. • Reward systems that acknowledge effort and resilience and overcoming obstacles in achieving your goals, e.g. Golden Awards. • Aspirational assemblies –led by both adults and children • Quality teaching of PSHE • Access to a wide range of after school enrichment clubs. • Opportunities to learn a musical instrument. • Access to texts and different media about inspirational people who have shaped our lives, e.g. astronauts. • Opportunities to take on roles of responsibility e.g. school council representatives. • Reward systems that acknowledge effort and resilience and overcoming obstacles in achieving your goals, e.g. Golden Awards.
Aware of the wider world around them. Experience a rich cultural capital.	<ul style="list-style-type: none"> • A range of real learning experiences beyond their usual day-to-day out of school experiences. • A range of different cultures, religions and ways of life, where our similarities are highlighted and our differences celebrated. • Challenging stereotypes. • Making a difference to the wider community. 	<ul style="list-style-type: none"> • Visits and visitors that enrich learning, e.g. to museums, National Trust properties, theatres, places of worship. • Forest School experiences. • Established linked with the local community, e.g. Gracewells Care Home, the local church, the village conservation group. • Learning about and from other religions, faiths and cultures. • Resources that accurately reflect the diverse society in which we live. • Deep learning through continuous provision, rather than tokenistic one-off events • Opportunities to challenge stereotypes, e.g. based on gender, race, religion, age. • Getting involved with local and national charity events, e.g: Children in Need, Harvest Food Bank, Sports Relief. • Helping others around us – local and wider, e.g. through the School Council. • Opportunities to do our bit for climate change, e.g. recycling, supporting the School Travel Plan and travelling to school sustainably.

We want our children to be:	So they need to have experienced:	Therefore our curriculum needs to include:
<p>Able to manage risk. Safe, both physically and online. Mindful of their emotional wellbeing.</p>	<ul style="list-style-type: none"> • An environment where they can identify, manage and take risks both indoors and out. • Care for their emotional wellbeing as well as academic success. 	<ul style="list-style-type: none"> • Opportunities to take risks. • Adults modelling in the external environment. Involving children in assessing and managing risks. • New experiences where risk is discussed and managed between adults and children • Forest School • Off site visits • An explicit focus on activities that develop children’s personal, social and emotional skills • Basic rules of e-safety established. • Opportunities for pupils to talk to members of staff to share any worries/concerns.
<p>Effective learners</p>	<ul style="list-style-type: none"> • Having a wide range of experiences that excite and engage learners. • Enquiry based learning where mistakes are used as a powerful tool for learning. • Tasks where children can develop their own ideas and take their learning further. • Tasks requiring a trial and error approach. • Tasks requiring perseverance. 	<ul style="list-style-type: none"> • Adults being role models to show how we can learn from making mistakes. • Focus on characteristics of effective learning through all planning. • Before and after school clubs that require a term’s commitment, to encourage perseverance and resilience when learning new skills. • Reward systems that acknowledge effort and resilience and overcoming obstacles in achieving your goals, e.g. Golden Awards.
<p>Leaders of their own learning</p>	<ul style="list-style-type: none"> • A curriculum that has been shaped with them and by them. 	<ul style="list-style-type: none"> • The environment supports individual interests and enhances learning through child-led play. • Children are encouraged to choose to extend themselves beyond their initial choices, both inside and out
<p>Good choice makers with a strong sense of self/their own identity.</p>	<ul style="list-style-type: none"> • Strong PSED and RE Curriculum • Opportunities to participate in local events in the community. • A inclusive learning environment which challenges stereotypes. • Opportunities to play and learn together with their peers and other children in the school, learning from good role models. 	<ul style="list-style-type: none"> • An explicit focus on activities that develop children’s personal, social and emotional skills • Opportunities for children to make good choices and reflect on the choices they have made • A focus on developing engaging role play activities. Include role play by adults to initiate discussions and embed a wide range of different cultural and family experiences to develop inclusive relationships. • Embedding a values-based education in all their experiences – values should be discussed and shared as an integral part of the children’s daily learning • Opportunities for children to take on democratically elected roles, e.g. School Council representatives, eco reps.

By the end of Key Stage 1:

We want our children to be:	So they need to have experienced:	Therefore our curriculum needs to include:
<p>Confident, harmonious and happy in their relationships with peers and adults. Kind, caring and happy children.</p>	<ul style="list-style-type: none"> • A structured programme of PSHE teaching which focuses on relationships. • A strong relationship with staff. • Making and sustaining friendships • Working with a wide range of adults, both in the school and in our wider community. • Opportunities to play and learn together with their peers and other children in the school, acting as and learning from good role models. 	<ul style="list-style-type: none"> • An explicit focus on learning both inside and beyond the classroom that develops children’s personal, social and emotional skills e.g. playing games fairly, empathising with and listening to others, resolving conflict amicably. • Teaching children how to recognise a wide range of emotions and emotional states and develop a toolbox for self-regulation. • Embedding a values-based education in all their experiences – values should be discussed and shared as an integral part of the children’s daily learning • The promotion of tolerance for, respect and acceptance of others, regardless of our differences, e.g. through RE and PSHE teaching. • Opportunities to take on responsibility e.g. playground leaders.
<p>Confident communicators</p>	<ul style="list-style-type: none"> • A deep and rich variety of vocabulary and language. • Exposure to a wide range of children’s literature. Being read to at home and at school. • Exposure to a wide range of discussion topics at home and at school. • Teaching of standard English • Teaching of SPAG 	<ul style="list-style-type: none"> • Explicit focus on vocabulary in every lesson • Displays that celebrate new language across the curriculum • High quality texts. • A curriculum founded on exposure to a wide range of high-quality age-appropriate children’s literature. • Explicit focus on developing speaking and listening skills, helping pupils to communicate effectively to adults and with each other. • Opportunities for pupils to speak and deliver to wider audiences, e.g. reading in church, interest assemblies. • Explicit teaching of standard English. • Explicit SPAG teaching. • Opportunities to use and apply SPAG teaching in context.

We want our children to be:	So they need to have experienced:	Therefore our curriculum needs to include:
Physically confident, active and well-co-ordinated.	<ul style="list-style-type: none"> • Weekly PE lessons, including dance, gymnastics, athletics and games. • Access to Forest School both in lesson time and lunch time. • Access to a wide range of before and after school sports based clubs. • An environment where fine motor skills are promoted • School Travel Plan and Walking Zone Map. 	<ul style="list-style-type: none"> • Planned PE sessions throughout Key Stage 1, including gym, games, dance and athletics to refine gross motor skills. • A wide range of before and after school clubs to develop skills and keep children active, e.g. cheerleading, street dance, football. • Opportunities to explore and learn actively in Forest School • Opportunities to refine fine motor skills through the curriculum e.g. in art, handwriting, DT. • Incentives to travel sustainably to school [bike, walk, scooter] through School Travel Plan and Walking Zone Map.
Readers and writers, who love books and enjoy communicating through their writing. Story-tellers.	<ul style="list-style-type: none"> • High quality teaching of reading and writing as discrete subjects and across the Curriculum. • A strong foundation in phonics. • An environment that is rich in language, with a great range of high quality books to interest and inspire children. 	<ul style="list-style-type: none"> • Carefully planned sequential lessons which build on previous learning. • Access to quality teaching and learning opportunities. • Opportunities to use and apply reading and writing skills across all subjects of the curriculum, as well as through discrete teaching of these subjects. • Regular opportunities for children to read to an adult. • Daily story time, listening to an adult read. • Opportunities for drama and oral story telling. • Opportunities to practise their speaking and listening skills as precursors to reading and writing. • Purposeful links. • Exposure to high quality literature, non fiction and poetry. • Explicitly sharing and enhancing vocabulary through our daily teaching and learning environment. • Focused adult-led daily phonics lessons to ensure that all children leave Key Stag 1 having met the standard for the phonics screening check. • Early identification of pupils who need additional support and provision of personalised input to help them build a strong foundation in reading and writing before moving up to Key Stage 2.

We want our children to be:	So they need to have experienced:	Therefore our curriculum needs to include:
<p>Confident with numbers and calculations and all other strands of mathematics taught at Key Stage 1. Able to use, apply and reason.</p>	<ul style="list-style-type: none"> • Daily quality maths teaching as a discrete subject. • Daily opportunities to practise arithmetic and gain fluency in mental calculation and recall. • Opportunities to use and apply maths skills throughout the curriculum. • A strong foundation in number 	<ul style="list-style-type: none"> • Carefully planned, sequential lessons which build on learning. • Access to quality teaching and learning opportunities. • Opportunities to use and apply maths skills across all subjects of the curriculum. • Access to a range of concrete and visual resources to support conceptual understanding. • A mastery approach in maths to deepen learning. • Daily opportunities to practise arithmetic and gain fluency in mental calculation and recall. • Early identification of pupils who need additional support and provision of personalised input to help them embed a strong foundation before moving up to Key Stage 2.
<p>Ambitious for their future, with high aspirations</p>	<ul style="list-style-type: none"> • Exposure to a wide range of people who have followed different careers, hobbies, adventures • A rich curriculum where all possibilities are explored and where no one is limited. • Opportunities to talk about their own dreams for the future. 	<ul style="list-style-type: none"> • Visits to and visitors from the local community and other inspirational people to share their experiences. • Access to texts and different media about inspirational people who have shaped our lives, e.g. in history, RE. • Opportunities for parents to get actively involved in learning alongside their children. <p>Access to high quality PSHE</p> <ul style="list-style-type: none"> • Learning alongside older children e.g. reading buddies, mixed age activities e.g. during focus weeks, World Book Day. • Aspirational assemblies – led by both adults and children • Access to a wide range of after school enrichment clubs. • Opportunities to learn a musical instrument. • Opportunities to take on roles of responsibility that make a tangible difference to others and raise esteem, e.g. playground leaders, school council representatives, eco reps. • Reward systems that acknowledge effort and resilience and overcoming obstacles in achieving your goals, e.g. Golden Awards.

We want our children to be:	So they need to have experienced:	Therefore our curriculum needs to include:
<p>Aware of the wider world around them. Experience a rich cultural capital.</p>	<ul style="list-style-type: none"> • A range of real learning experiences beyond their usual day-to-day experiences in school time. • A range of different cultures, religions and ways of life, where our similarities are highlighted and our differences celebrated. • Challenging stereotypes • Making a difference to the wider community, 	<ul style="list-style-type: none"> • Visits and visitors that enrich learning, e.g. to museums, National Trust properties, theatres, places of worship. • Forest School experiences. • Established linked with the local community, e.g. Gracewells Care Home, the local church, the village conservation group. • Learning about and from other religions, faiths and cultures. • Resources that accurately reflect the diverse society in which we live. • Deep learning through continuous provision, rather than tokenistic one-off events • Opportunities to challenge stereotypes, e.g. based on gender, race, religion, age. • Getting involved with local and national charity events, e.g: Children in Need, Harvest Food Bank, Sports Relief. • Helping others around us – local and wider, e.g. through the School Council. • Opportunities to do our bit for climate change, e.g. recycling, supporting the School Travel Plan and travelling to school sustainably.
<p>Risk-takers. Safe, both physically and online. Mindful of their emotional wellbeing</p>	<ul style="list-style-type: none"> • An environment where they can identify, manage and take risks. • Care for their emotional wellbeing as well as academic success. 	<ul style="list-style-type: none"> • Opportunities to take risks. • Opportunities for children to assess risks for themselves, with adult guidance. • Opportunities for children to take on roles of responsibility e.g. playground leaders. • Forest School and off site visits • A rigorous PSHE curriculum that ensures physical safety, mental wellbeing and online safety are fully covered and deeply understood by all. Open discussions about risks and threats. • Relationships integrated in PSHE lessons through the school. • Mindfulness, mental well being and dealing with emotions integrated into the PSHE curriculum. • Explicit teaching of eSafety through PSHE and Computing curriculum. • Opportunities for pupils to talk to members of staff to share any worries/concerns.

We want our children to be:	So they need to have experienced:	Therefore our curriculum needs to include:
Effective learners	<ul style="list-style-type: none"> • Having a wide range of experiences that excite and engage learners. • Enquiry based learning where mistakes are used as a powerful tool for learning. • Challenging tasks • Open ended tasks • Tasks requiring trial and error • Longer tasks completed over a period of time which demand sustained concentration. • Opportunities for editing work. 	<ul style="list-style-type: none"> • Adults and other pupils being used as role models to show how we can learn from making mistakes. • Opportunities for pupils to build resilience and character through open ended tasks and those which require perseverance and a trial and error approach. • Opportunities for pupils to edit and enhance their work. • Before and after school clubs that require a term's commitment, to encourage perseverance and resilience when learning new skills. • Reward systems that acknowledge effort and resilience and overcoming obstacles in achieving your goals, e.g. Golden Awards.
Leaders and team members	<ul style="list-style-type: none"> • Working as part of a team. • Taking on leadership roles within school, e.g. school council representative, playground leader. 	<ul style="list-style-type: none"> • Collaborative tasks in all areas of learning. • Lessons that enable pupils to reflect on the qualities of a good leader, e.g. in RE. • Explicitly teaching active listening skills and considering the viewpoint of others.
Good choice makers with a strong sense of self/their own identity.	<ul style="list-style-type: none"> • Democracy in action. • Discussions about challenging subjects • Strong PSHE and RE Curriculum 	<ul style="list-style-type: none"> • Opportunities for children to take on democratically elected influential leadership roles, e.g. School Council representatives, eco reps and play leaders and their views shared publicly e.g. in the newsletter, on the website. • Opportunities to discuss challenging topics. • Opportunities to participate in local events in the community. • Interest assemblies where children manage the content that they present. • A PSHE and RE curriculum that help pupils reflect on the complexities of modern day life challenging stereotypes.

By the end of Key Stage 2:

We want our children to be:	So they need to have experienced:	Therefore our curriculum needs to include:
<p>Kind and compassionate human beings. Secure, harmonious and happy in their lasting relationships with others.</p>	<ul style="list-style-type: none"> • Sustained and lasting friendships • How to manage relationships with peers and adults. • Acceptance of all 	<ul style="list-style-type: none"> • An explicit focus on learning both inside and beyond the classroom that develops children’s personal, social and emotional skills e.g. managing conflict, resolving differences. • Strong PSHE curriculum which focuses on relationships. • The promotion of tolerance for, respect and acceptance of others, regardless of our differences, e.g. through RE and PSHE teaching. • Opportunities to take on responsibility e.g. playground leaders. • Team building exercises • Teaching children how to recognise a wide range of emotions and emotional states and develop a toolbox for self-regulation. • Embedding a values-based education in all their experiences – values should be discussed and shared as an integral part of the children’s daily learning
<p>Fantastic communicators</p>	<ul style="list-style-type: none"> • Fluent expression of ideas using a complex and rich vocabulary 	<ul style="list-style-type: none"> • Explicit focus on vocabulary in every lesson • Displays that celebrate new language across the curriculum • High quality texts. • A curriculum founded on exposure to a wide range of high-quality age-appropriate children’s literature. • Explicit focus on developing speaking and listening skills, helping pupils to communicate effectively to adults and with each other, and to consider the viewpoints of others, e.g. through debating. • Opportunities for pupils to speak confidently and expressively and to perform to wider audiences, e.g. reading in church, end of year performances. • Explicit teaching of standard English. •Explicit SPAG teaching. • The integration of formal aspects of learning e.g. spelling and punctuation, into context. • Opportunities to communicate with different audiences and adapt their delivery to the intended audience.

We want our children to be:	So they need to have experienced:	Therefore our curriculum needs to include:
<p>Physically confident, active and well-coordinated. Experience the benefits of healthy competition and team participation.</p>	<ul style="list-style-type: none"> • Weekly PE lessons, including dance, gymnastics, athletics and games. • Access to Forest School both in lesson time and lunch time. • Access to a wide range of before and after school sports based clubs. • Sports teams, e.g. football, athletics, netball. • Signposting to local clubs • School Travel Plan and Walking Zone Map. 	<ul style="list-style-type: none"> • Planned PE sessions throughout Key Stage 2, including gym, games, dance and athletics to refine gross motor skills and enhance skills and competitive spirit. • A wide range of before and after school clubs to develop skills and keep children active, e.g. cheerleading, street dance, football. • Signposting of children with talents in certain sports, to local clubs for further opportunity • Opportunities to explore and learn actively in Forest School • Incentives to travel sustainably to school [bike, walk, scooter] through School Travel Plan and Walking Zone Map. • Inter school sporting competitions to develop lifelong skills and encourage healthy competition and team work. • Celebrating pupils' achievements outside school.
<p>Ready for secondary school, confident as fluent and skilled readers, writers and mathematicians.</p>	<ul style="list-style-type: none"> • High quality teaching and curriculum provision of reading, writing and maths as discrete subjects and across the Curriculum. 	<ul style="list-style-type: none"> • Opportunities to use and apply reading, writing and maths across all subjects of the curriculum, as well as through discrete teaching of these subjects. • Access to quality teaching and learning opportunities. • Carefully planned sequential lessons which build on previous learning. • Exposure to high quality texts. • A mastery approach in maths to deepen learning. • The integration of formal aspects of learning e.g. spelling and punctuation, into context. • Purposeful links. • Early identification of pupils who need additional support and provision of personalised input to help them build a strong foundation in reading and writing before moving up to Key Stage 3.

We want our children to be:	So they need to have experienced:	Therefore our curriculum needs to include:
Ambitious, with high aspirations for their future	<ul style="list-style-type: none"> • Exposure to a wide range of people who have followed different careers, hobbies, adventures, including those who have overcome adversity or prejudice to achieve their goals. • A rich curriculum where all possibilities are explored and where no one is limited. • Opportunities to talk about their own dreams for the future. 	<ul style="list-style-type: none"> • Inviting guest speakers into school to share their experiences. • Opportunities for parents to get actively involved in learning alongside their children. • Aspirational assemblies – led by both adults and children • Quality teaching of PSHE • Young enterprise opportunities. • Sports opportunities to join in different teams, activities and competitions. • Access to a wide range of after school enrichment clubs. • Opportunities to learn a musical instrument. • Visits to and visitors from the local community and other inspirational people, e.g. people who help us. • Access to texts and different media about inspirational people who have shaped our lives, e.g. in history, RE. • Opportunities to take on roles of responsibility that make a tangible difference to others and raise esteem, e.g. playground leaders, school council representatives, eco reps. • Reward systems that acknowledge effort and resilience and overcoming obstacles in achieving your goals, e.g. Golden Awards.
Responsible global citizens who are empowered to make a difference. Experience a rich cultural capital.	<ul style="list-style-type: none"> • A rich and varied introduction to the world. • A range of real learning experiences beyond their usual day-to-day out of school experiences. • A range of different cultures, religions and ways of life, where our similarities are highlighted and our differences celebrated. • Challenging stereotypes. 	<ul style="list-style-type: none"> • Visits that extend and enrich learning and children’s experiences e.g. to museums, National Trust properties, theatres, places of worship, residential visits. • Visitors from all walks of life who widen the children’s horizons. • Collective worship celebrates children’s lives from other faiths and cultures. • Working with other schools from contrasting locations, both in the UK and around the world. • Time to share and discuss current affairs. • Opportunities to connect with the local community, e.g. Gracewells Care Home, the Conservation Group including participating in local, real projects that will impact our local environment, making them key people in the community.

	<ul style="list-style-type: none"> • Contributing to a better world – either within our community or in larger projects. • Making a difference to the wider community. 	<ul style="list-style-type: none"> • Participating in local and national events, e.g: Children in Need, World Book Day, Sports Relief. • Learning about and from other religions, faiths and cultures. • Resources that accurately reflect the diverse society in which we live. • Deep learning through continuous provision, rather than tokenistic one-off events • Opportunities to challenge stereotypes, e.g. based on gender, race, religion, age. • Opportunities to do our bit for climate change, e.g. recycling, supporting the School Travel Plan and travelling to school sustainably.
<p>Risk takers. Safe, both physically and online. Mindful of their emotional wellbeing</p>	<ul style="list-style-type: none"> • Opportunities to take risks. • Open discussion about risks and threats, both physical and online. • Care for their emotional wellbeing as well as academic success. 	<p>A rigorous PSHE curriculum that ensures physical safety, mental wellbeing and online safety are fully covered and deeply understood by all.</p> <ul style="list-style-type: none"> • Relationships [all years] and sex education [Year 5 and 6] integrated in PSHE through the school. • Mindfulness, mental well being and dealing with emotions integrated into the PSHE curriculum. • Explicit teaching of eSafety and introduce pupils to social media before they use it themselves. • Opportunities for pupils to talk to members of staff to share any worries/concerns. • Team work to build strong relationships and discuss issues. • Opportunities to take, assess and manage risks • Opportunities for children to take on roles of responsibility e.g. playground leaders. • Forest School • Off site visits <ul style="list-style-type: none"> • Residential trips planned with a real purpose – why are the children going? What opportunities will they be exposed to and how will this build them as an individual? • Secondary school preparation to ensure pupils are well prepared for the challenges ahead.

We want our children to be:	So they need to have experienced:	Therefore our curriculum needs to include:
Curious learners who are inspired and leaders of their own learning	<ul style="list-style-type: none"> • Creating their own lines of enquiry and asking questions that deepen their learning. • A wide range of experiences that excite and engage learners. • Enquiry based learning where mistakes are used as a powerful tool for learning. • Challenging tasks • Open ended tasks • Tasks requiring trial and error • Longer tasks completed over a period of time which demand sustained concentration. • Opportunities for critical evaluation, editing and enhancing work. 	<ul style="list-style-type: none"> • Enquiry based learning opportunities • Opportunities for children to create their own lines of enquiry and ask questions that deepen their learning. • Individual, original research – based on class learning • Opportunities for pupils to take their own learning forwards. • Opportunities for pupils to challenge ideas and question others respectfully • Opportunities for pupils to build resilience and character through open ended tasks and those which require perseverance and a trial and error approach. • Opportunities for pupils to self and peer evaluate and edit and enhance their work. • Before and after school clubs and music tuition that require a term’s commitment, to encourage perseverance and resilience when learning new skills. • Reward systems that acknowledge effort and resilience and overcoming obstacles in achieving your goals, e.g. Golden Awards.
Reflective learners	<ul style="list-style-type: none"> • Understanding their strengths and weaknesses 	<ul style="list-style-type: none"> • Specific focus on learning skills. • Targets that focus on learning skills as well as academic. • Pupil-led assessment practices embedded throughout curriculum. • Celebrating both successes and mistakes – their attitude over the outcome. • Helping children deal with stress – management techniques etc.
Leaders and effective team members	<ul style="list-style-type: none"> • Contributing positively to and leading a team. • Taking on leadership roles within school, e.g. head boy and girl, school council representative, playground leader. • Talking to leaders in different walks of life. 	<ul style="list-style-type: none"> • Collaborative tasks in all areas of learning. • Mentoring and growing how to lead. • Challenges that give pupils the opportunity to decide when teamwork or independent work is appropriate and how best to assign roles within a team. • Lessons that enable pupils to reflect on the qualities of a good leader. • Explicitly teaching active listening skills and considering the viewpoint of others.

We want our children to be:	So they need to have experienced:	Therefore our curriculum needs to include:
Problem solvers	<ul style="list-style-type: none"> • Problem solving across the curriculum 	<ul style="list-style-type: none"> • Opportunities for enquiry-based learning and critical thinking across the whole curriculum. • Giving opportunities for the teacher to step down and children to step up and learn for themselves. • Coding and robotics opportunities – e.g. bug fixing, Lego day - developing projects to solve real problems. • Learning opportunities that have a real purpose and help solve real-world problems. • Projects for the local community.
Confident to stand up for what they believe in with a strong moral compass and sense of self.	<ul style="list-style-type: none"> • Democracy in action. • Debates about challenging subjects and current affairs • Strong PSHE and RE Curriculum 	<ul style="list-style-type: none"> • Opportunities for children to take on democratically elected influential leadership roles, e.g. School Council representatives, junior road safety officers and play leaders and their views shared publicly e.g. in the newsletter, on the website. • Public speaking opportunities through drama, debates and presentations. • Opportunities to participate in local events and the community. • Class assemblies where children manage the content that they present. • A PSHE and RE curriculum that help pupils reflect on the complexities of modern day life challenging stereotypes.