

TRULL CHURCH OF ENGLAND VA PRIMARY SCHOOL

Our Curriculum for the Citizens of the 21st Century

I have come that they may have life, and have it to the full. John 10:10

INTENT

Vision	BE NURTURED		BE RESILIENT	BE CHALLENGED		BE INVOLVED
	We aim to nurture among everyone a real sense of purpose of who we are in the world, an appreciation of their own and of other cultures and beliefs and to know how special and unique they are in the eyes of God		We want the children to leave school as well rounded, caring, confident individuals and critical- thinkers who have the skills, aspiration and resilience to be lifelong learners	We aim to provide a safe environment in which every child has the opportunity to develop and enjoy his or her maximum potential . We strive for excellence not only in academic work, but also in creative, practical, sporting and social activities, so as to promote physical, mental and emotionally healthy lifestyles		We strive to be at the centre of the local community with positive and effective links to wider and global communities providing equal opportunities for all
	We believe Education is the most powerful gift, ours to give.					
Values	FORGIVENESS		KINDNESS		RESPECT	
Principles	Learning is built on children’s own experiences and their prior learning. Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. Learning is deepened, embedded and transferred into their long-term memory and children will progress from basic learning to advancing learning, before most then arrive at deep learning. Learning is sequential and progressive, and is built on the foundations of our community, alongside the wider cultural capital needed for our children to be successful, both now and in the future. Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge. Our learning environment support both learning and emotional health and wellbeing.					
Social and Emotional Wellbeing	The social, emotional and mental health of all our children, staff and wider community is constantly developed and based on our school ethos. Our children are self-assured, confident and appropriately trusting of others. They will be receptive to the world and have capacity for joy. They will be sufficiently confident to ‘have a go.’ They will ask for help and will demonstrate the full range of feelings. They will have established the foundations for making good relationships. They will be curious, creative and take initiative. Our children are active, easily stimulated and seek sensory experiences. They enjoy investigating and getting involved. They are able to think about feelings while having strong feelings. Children can problem solve and learn about the consequences of actions. Children can express a view. They have a positive sense of self and individual liberty. Children adapt to different roles and relationships. They understand consequences and contexts They enjoy diversity, difference and acquiring new skills.					
British Values	Democracy	Rule of Law		Individual Liberty	Mutual Respect and Equality	Tolerance of different faiths and beliefs
	We can have our say. We will be listened to. We will listen to others.	We abide by the laws of our school and country and are responsible for our actions.		We have the freedom to be ourselves and have our own choices.	We are all equal and we treat each other with respect and fairly. We are kind and considerate	We accept and value people’s differences and that we live in a diverse world
Curriculum Divers	Inspiration		Aspiration		Diversity	Community
Cultural Capital	Oracy, Language and Reading		Enriching Life Experiences		Life Skills	Global Citizenship

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IMPLEMENTATION

Education Research Cognitive Science	Collaborative learning Dylan Williams John Hattie		Metacognition (EEF) Barak Rosenshine		Feedback (EEF) Mary Myatt Isabel Beck		The Writing Process (EEF) The Write Stuff		SEND / More able		
Teaching Intentions (Pedagogy)	Meaningful Learning Experiences		Vocabulary		Sequencing and interleaving		Support and Challenge for All		Challenging, Sequential, Creative Curriculum		
	Scaffolding		Modelling		Quality Questioning and retrieval		Thinking Time and spaced repetition		Enquiry / Problem Solving		
	Active Engagement		Coaching		Collaborative Learning		Continuous Formative Assessment- Pop tasks		Development of Pupils’ Metacognition		
Extended, Enhanced Curriculum	Safeguarding/online safety		Visits and Visitors		PE, Festivals and Competition		Outdoor Learning Environment		Extra-Curricular Clubs		
	STEM activities		Peripatetic Music Tuition and music festivals		Parental Engagement		Cultural Heritage activities		Life Skills		
	Enterprise and Careers Education		Family Learning/performances and concerts		Pupil Voice		Parent Voice		Worship through Play		
EYFS	Communication and Language	Personal Social and Emotional Development	Physical Development		Literacy		Mathematics		Understanding the world		Expressive Arts and Design
National Curriculum	Speaking and listening		Maths		History		PE		RE		
	Reading		Science		Geography		Music		Personal Education PSHE/RSE		
	Writing		Computing		Art		DT		French		

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IMPACT

Whole Child	<p>Our children:</p> <ul style="list-style-type: none">• Are all unique and continue to develop at different rates, and are supported in the development of their individual abilities, talents and potential• Are supported to be confident, resilient and resourceful individuals• Are prepared for their next step in their education and have the skills to be life-long learners• Are trustworthy and empathetic; they recognise the qualities of being a 'good citizen' and strive to become a valuable citizen of the 21st Century
Social and Emotional Development	<p>Our children:</p> <ul style="list-style-type: none">• Are confident, articulate and able to express their own views and opinions• Demonstrate perseverance and resilience• Know how to recognise their own needs and keep physically and emotionally healthy• Recognise, form and maintain healthy relationships• Are able to keep themselves and others safe• Take pride in themselves and their heritage and their community• Are equipped with skills to resolve conflicts• Are valuable members of society and have skills and values that will equip them for the future
Achievement	<p>Our children:</p> <ul style="list-style-type: none">• Reach their own potential• Make good or better progress and attain in-line, or above, age-related national expectations• Progress to their next step of education with age-appropriate standards (or better) in reading, writing, maths and across the curriculum• Are competent readers, who can access life-long learning• Are able to explain their thinking and understand how they learn, to support life-long learning• Are knowledgeable and are articulate, to enable them to use and apply the knowledge and skills they have learnt through Proof of Progress tasks .• Celebrate their achievement• Are eager to achieve inside and outside of the classroom: at home and in the wider community