

Curriculum Statement and Policy



November 2020

High Academic Standards, Sporting Opportunities, Caring Relationships, Musical Excellence, Christian Values

May the God of hope fill you with all joy and peace in believing so that by the power of the Holy Spirit you

may *abound in hope.*

Romans 15 v13

With God, growing the best places to learn together.

OUR VISION:

Woodborough Wood's Foundation Church of England (Aided) Primary School will ensure everyone achieves their best by knowing and valuing each person's personal strengths and gifts providing all our children with a creative, educational experience of the highest quality within our hope and trust in Christian faith, values and beliefs. We serve the children, parents, carers and community as a committed, harmonious, caring team, providing an exciting, challenging, broad and balanced curriculum. We nurture each child so they leave our school with a wonder of the world, their understanding deepened and their minds enriched, so that they love learning and embrace the challenges of the future.

1 Introduction

1.1 Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

1.2 We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all we believe in making learning fun. We believe a creative curriculum enables every child to be learn to the best of their ability.

"Creativity allows individuals to learn essential knowledge and skills in a way that reflects their personalities, promotes originality and includes their own ideas. We enable children to deliver or achieve a task with more flexibility, interpreting it with a more individual approach crossing curriculum areas. This is set within our parameters of high expectations, discipline and rigour."

Wood's Foundation School Definition of Creativity

2 Values

2.1 Our school curriculum is underpinned by the values that we hold dear at our school; reverence, wisdom, thankfulness, humility, endurance, service, compassion, trust, peace, forgiveness, friendship, justice, hope, creation and koinonia. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Due regard been given to Equalities Act legislation

2.2 These are the main aims of our school, upon which we have based our curriculum:

- To encourage everybody in the school to learn effectively, to listen to others and to celebrate achievements in an atmosphere of security, honesty and humility.
- Provide a happy, caring and calm school that promotes a family atmosphere.
- Deliver a challenging, creative, fun curriculum that meets the needs of all our children.
- To place people first and value everyone equally because we are all made in the image of God.
- Help teach children the importance of faith and develop their spiritual understanding, whatever their belief, by learning in a Christian school.
- Maintain and develop the excellent relationships between the children, parents, carers, staff, governors, St. Swithun's Church, Woodborough, Southwell Diocese and the wider world.
- To help all children to persevere* to achieve their very best.
- Enjoy and enrich our musical, dramatic and artistic traditions.
- Encourage a healthy and active lifestyle.
- Develop the skills of communication, independence, problem solving and understanding how others feel.
- Encourage a respect for ourselves as well as others, the environment and the wider world.
- Encourage support, compassion and forgiveness* for each other.
- Develop the attitudes necessary to prepare the children for the responsibilities, experiences and opportunities throughout life.

3 Curriculum Aims

3.1 The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy, science and computing;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

4. Curriculum design statement: intent, implementation, impact.

Intent

The breadth of our curriculum is designed with two goals in mind:

- 1) To give pupils appropriate experiences to develop as confident, responsible citizens;
- 2) To provide a coherent, structured academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

Appropriate experiences

We have developed four curriculum drivers that shape our curriculum, bring about the aims and values of our school, and to respond to the particular needs of the community.

Wisdom: Wisdom is insight into the way life works: a proper understanding of the consequences of our thoughts, words and actions and an awareness of the true value of things. Wisdom may be best described as discernment gained through life experience and distilled into guiding principles.

Community: The children's developing emotional awareness is an essential prerequisite to effective learning and being part of a community. They will develop their sensitivity to others and become more aware of their own feelings.

The Environment: Valuing God's Earth is the perspective from which we are to view all life including our own. It means that we place the highest value on this earth and see life as God's gift.

Hope: The writer to the Hebrews describes the Christian hope as 'an anchor for the soul, firm and secure'. Hope is not always spontaneous or easy. There is work to be done. As well as trusting God, we have to develop qualities of steadfastness and resilience in our character.

As a village school in the Midlands with very few black minority ethnic pupils we have carefully planned a range of visits to ensure our children understand they are part of a multicultural Britain with a wide and varied landscape.

A coherently planned academic curriculum

Underpinned by our school values (including British values), curriculum drivers, learning habits, our academic curriculum uses either the EYFS or the National Curriculum as the basis for content and expectations. We have structured this so that each year group has:

- a) A clear list of what must be covered (curriculum maps). These ensure each teacher has clarity as to what to cover.
- b) Essentials Curriculum key objectives, the key disciplinary aspect of each subject that will shape pupils as, for example, historians, geographers etc.
- c) Skills ladder for each year defines the progression in skills expected.

Implementation

Our curriculum design is based on evidence from cognitive science; these main principles underpin it:

Organisation - Teachers prepare their resources ahead of time, and make productive use of instructional time by maintaining good pace and ensuring that every second of their lessons count.

Shared objectives - making sure the objectives are fully understood. Consequently, pupils are very clear about what they are expected to achieve and how much time they have to do it.

Homework - clearly linked to what the children are learning, extends and deepens understanding.

Classroom climate - relationships are characterised by warmth and respect, where children are sociable and cooperative.

Due regard been given to Equalities Act legislation

Behaviour management - Children rarely need to be disciplined; but where teachers do need to correct behaviour, they use humour or a quiet reminder

Collaborative learning - more time in collaborative learning situations where they can nurture their ability to encourage and support.

Personalised teaching and learning - teachers are sensitive to the individual needs of their pupils and provide learning materials that are appropriately challenging, and rich and varied in content. They do not distance themselves from their pupils by staying at their desks, they regularly offer feedback, and take notice of individual children's behaviour or needs.

Making links explicit - Teachers make links to areas outside the specific lesson.

Assessment for learning - Teachers provide substantial opportunities for pupils to reflect on their learning through review.

Plenary - Teachers use plenaries in their lessons to provide opportunities for further discussion, to explore issues in more depth and to extend work and concepts covered in the lesson.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and in other cases, provides retrieval practise for previously learned content.

Impact

The impact of our curriculum is that by the end of each Year, the vast majority of pupils have sustained mastery of the skills and knowledge, that is, they remember it all, are fluent in it and their lives are enriched by it. Some pupils have greater depth of understanding. We track carefully to ensure pupils are on track to reach expectations of our curriculum with clear core and foundation subject expectations.

5 Organisation and planning

5.1 We plan our curriculum in year groups. We agree a long-term plan for each year group. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis. We promote cross curricular learning so that learning is reinforced and extended throughout the curriculum. Topics will usually last ½ term to one term. These are planned using a topic web that includes all NC subjects, SRE, RE and PSHE. Topics have a big question (e.g. Why are humans not like tigers? Which materials should the 3 little pigs use?). There are smaller questions for each week.

5.2 Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. We have English and maths schemes for our school, we take our medium-term planning from these. We use role play, drama, speaking and listening to engage children and help them empathise with characters. High quality texts are used in each topic. The White Rose maths scheme is adapted to reflect assessments from the previous term. We also use a skills ladder for our medium-term planning in the foundation subjects.

5.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives and success criteria for each session, and to identify what resources, homework, TA deployment, differentiation (with groups named), assessment for learning and activities we are going to use in the lesson. In English we highlight whether it is a guided reading or guided writing focus for the week, we aim to have an even balance of these throughout the year. We also identify the extended writing task for the fortnight, which lasts between 15 minutes in Y1 to 45 minutes in year 6. We also plan daily phonics sessions in key stage one and Reception, which planned to follow the four part lesson.

5.4 Our topics will start with a hook, an exciting introductory lesson. They complete with some kind of final presentation/creative outcome which is shared in celebration assembly. We promote independent learning through research.

5.5 In the Foundation Stage we plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the early years foundation stage curriculum, and there is planned progression in all curriculum areas.

5.6 We teach some foundation subjects separately, others within a termly topic or theme. This means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. For units that don't fit in topics we may teach them independently (e.g. week of art). Personal, social, health education is taught each week mainly through circle time, this includes social and emotional aspects of learning themes every ½ term. We will ensure there is a minimum of 2 hours PE each week and 1 hour of RE (1 hour 15minutes in Key Stage 2). Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects.

5.7 Curriculum Drivers

We have agreed on four curriculum drivers. The environment, Christian values, emotional awareness and enquiry. These are described in each topic summary. We value these drivers because of the unique and beautiful environment we enjoy. The children enjoy learning through the environment and make very good progress. Their developing emotional awareness is an essential prerequisite to effective learning. Our Christian values underpin everything we do and we celebrate their distinctiveness and importance throughout the curriculum. Enquiry drives our curriculum, enquiry from the children helps to plan the topics and fosters their enthusiasm for learning. Our topic titles reflect this through being posed as a question. An example of a topic summary sheet showing the curriculum drivers is shown in appendix B.

Due regard been given to Equalities Act legislation

5.8 Extra Curricular Activities

We believe a variety of extra-curricular activities encourages children to become fully involved in the life and ethos of the school. Therefore we will aim to provide a variety of activities which will enable the children to succeed in sports and arts.

6 The curriculum and inclusion

6.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this after careful consideration.

6.2 If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies in making an assessment. We always try to provide additional resources and support for children with special needs.

6.3 The school provides a provision map for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

6.4 Occasionally some children in our school will have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

6.5 Global Anti-Racist Programme

The school has identified cross curricular links in all year groups to tackle racism. These are highlighted on our skills ladder.

7 The Foundation Stage

7.1 The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage, and the guidance produced in 2002. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.

7.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

7.3 Each term in the reception class the teacher will assess the skills development of each child, and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

Due regard been given to Equalities Act legislation

7.4 We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

8 Assessment

We begin topics by collecting together children's prior learning. Assess and review days are planned for maths every half term.

9. The role of the subject leader

9.1 The role of the subject leader is to:

- ☐ provide a strategic lead and direction for the subject;
- ☐ support and advise colleagues on issues related to the subject;
- ☐ monitor pupils' progress in that subject area;
- ☐ provide efficient resource management for the subject.

9.2 The school gives subject leaders non-contact time or allocated staff meeting, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader is encouraged to review the curriculum plans for the subject, ensure that there is full coverage of the National Curriculum, and see that progression is planned into schemes of work. The subject leader should also keep a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

10. Working with parents.

We will send a summary of each terms work to parents at the start of each term and a summary of the maths key objectives each year. Homework will support objectives taught at school.

11. Monitoring and review

11.1 Our governing body's Strategic Development committee is responsible for monitoring the way the school curriculum is implemented.

11.2 There is a named governor assigned to the core subjects and RE. These governors liaise with the respective subject leaders, and monitor closely the way these subjects are taught. There is also a named governor assigned to special needs and gifted and talented, who liaises with the SEN and G&T coordinators, and monitors the ways in which special needs are addressed.

11.3 The Headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher monitors curriculum plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

11.4 Subject leaders monitor the way their subject is taught throughout the school and they also have responsibility for monitoring the way in which resources are stored and managed. Subjects are reviewed as part of a six year rolling cycle.

2020	2021	2022	2017 & 2023	2018 & 2024	2019 & 2025
Computing	Writing Maths,	Reading, Maths,	Speaking & listening, RE	Writing & maths	Science
SEAL	MfL & PE	History & Geography	Art	DT	Music

11.5 This policy is monitored by the governing body and will be reviewed every three years, or before if necessary.

Due regard been given to Equalities Act legislation

Signed:

Headteacher
Date:

Signed:

Chair of Governors
Date:

Due regard been given to Equalities Act legislation

Appendix A: Planning reminder for staff

By the end of the second week of term you should have saved a topic web, medium term (e.g. terms plan for science) and short term (weekly only essential for maths and English) planning for all subject areas onto the staffroom drive of the server.

Medium term plans should include:

Summary of skills being taught using Wood's Knowledge and Skills Ladder on staffroom drive of the server. Overview of all subjects for the term e.g.

	English	Maths	History	PE	Music				
Wk 1									
Wk 2									
Wk 3									

All subjects – objectives, activity, differentiation, homework, resources, assessment

Minimum of 2 hours PE and 1 hour RE (1hour 15mins in KS2) each week

Leave 2 or 3 weeks free in the foundation subjects per term to allow project to develop with the children's interest

Actively promote learning through linking subjects together

Begin units by collecting together children's prior learning (assessment for learning)

Topic to last ½ or one term

Kick start units with exciting introductory lessons (hooks)

Complete unit with some kind of final presentation/creative outcome

Promote independent learning through research

Balance of foundation subjects throughout the year

Personal, social, health education each week mainly through circle time (SEAL every ½ term)

Ensure coverage through reference to National Curriculum to prevent over crowding

For units that don't fit in teach independently and to ensure coverage of whole school long term curriculum, consider stand alone weeks e.g. science week

Short term plans should also include:

English – guided writing or reading focus? Extended writing opportunity (15 minutes in Y1 rising to 45 minutes in Y6). Ensure speaking and listening activities are included.

Not necessary to follow format of literacy hour

Phonics planning at key stage 1 and EYFS

Maths – adapted to include following year objectives and highlighted to show adaptations made in light of assessments

Review days for maths each half term

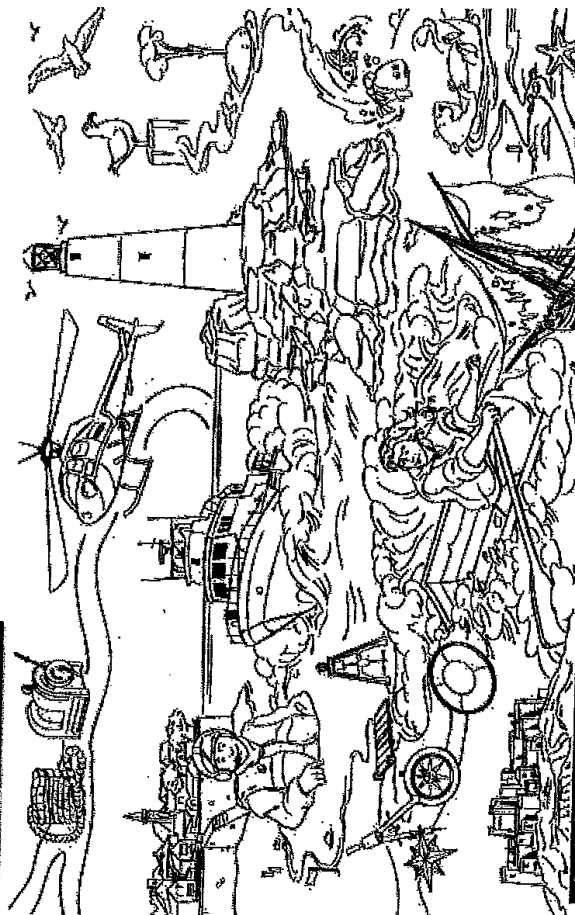
Remember to save and email term letter to parents summarising subject areas

Copy of week's timetable

Due regard been given to Equalities Act legislation

Medium-term planning (engagement)

Seaside Rescue



National Curriculum

As historians we will be studying a significant period in the past. Great Britain was one of the first people to carry out a seaside holiday. We will learn about the history of the British Isles. We will learn about the history of the British Isles. We will learn about the history of the British Isles.

As Geographers we will be studying the environment. We will be studying the environment. We will be studying the environment. We will be studying the environment. We will be studying the environment.

As Designers we will be studying the design of buildings and objects. We will be studying the design of buildings and objects. We will be studying the design of buildings and objects. We will be studying the design of buildings and objects.

Communities

As members of our community we will be studying the history of our community. We will be studying the history of our community. We will be studying the history of our community. We will be studying the history of our community.

Spiritual & Moral

In our Spiritual and Moral Education we will be studying the history of our community. We will be studying the history of our community. We will be studying the history of our community. We will be studying the history of our community.

Environment

As people concerned about our environment we will be studying the history of our community. We will be studying the history of our community. We will be studying the history of our community. We will be studying the history of our community.

Enterprise

As enterprising people we will be studying the history of our community. We will be studying the history of our community. We will be studying the history of our community. We will be studying the history of our community.

Essential Objectives

Art and Design	Computing	Design and Technology	Geography	History	Languages	Music	PE
<ul style="list-style-type: none"> To develop ideas To master techniques To take inspiration from the greats (artists, artisans and designers) 	<ul style="list-style-type: none"> To code To connect To communicate To collect 	<ul style="list-style-type: none"> To master practical skills To design, make, evaluate and improve To take inspiration from design throughout history 	<ul style="list-style-type: none"> To investigate places To investigate patterns To communicate geographically 	<ul style="list-style-type: none"> To use evidence to find out about the past To build an overview of world history To understand chronology To communicate historically 	<ul style="list-style-type: none"> To read To write To talk To understand culture 	<ul style="list-style-type: none"> To perform To compose To transcribe To describe musically 	<ul style="list-style-type: none"> To develop practical skills To be physically active To compete

(Taken from the Aims and Purpose section of the 2014 National Curriculum)

Due regard been given to Equalities Act legislation

English planning

Class

Date:

Topic	e.g. Ancient Egypt				
Genre	e.g. narrative				
			Differentiation		
Objective	Introductory Activity	Average ability	SEND	SEND	
Monday Objective	e.g. read Pie Corbett's poem as a class	Write 2 verse poem	Complete sentence starters	Write 4 verse poem	
TA deployment					
Tuesday Objective					
TA deployment					
Wednesday Objective					
TA deployment					
Thursday Objective					
TA deployment					
Friday Objective					

Due regard been given to Equalities Act legislation

TA deployment				
assessment for learning				
Extended writing opportunity				
Guided reading				
Homework				

Due regard been given to Equalities Act legislation

Maths planning

Class

Date:

Theme	e.g. Number and place value				
Outcome	e.g.				
			Differentiation		
	Introductory Activity	SEND	EXS	Greater Depth	
Monday Objective					
TA deployment					
Tuesday Objective					
TA deployment					
Wednesday Objective					
TA deployment					
Thursday Objective					
TA deployment					
Friday Objective					

Due regard been given to Equalities Act legislation

TA deployment				
assessment for learning – key questions to ask children				
Cross curricular maths				
Homework				

Due regard been given to Equalities Act legislation

Medium Term Planning: Geography/Science/History/Music/Art/DT
Year Term



Hook:		Big Question:			
Week	Smaller Question/Learning Objective/Skills	Activity	Resources	Assessment	Extension/plenary
1					
2					
3					
4					
5					
6					
7					
8					

Due regard been given to Equalities Act legislation


Phase - Week

Objectives and criteria for success:

WOODBOROUGH

WOODS

C of E Foundation School



	Revisit and Review	Teach	Practise	Apply	Assessment
Mon					
TA deployment					
Tue					
TA deployment					
Wed					
TA deployment					
Thu					
TA deployment					
Fri					
TA deployment					

Phase * HFW –

Phase * Tricky Words –

Due regard been given to Equalities Act legislation

Wood's Foundation School

Monitoring and evaluation

When	Monitoring Activity	Outcomes	Staff responsible
First half autumn term	Data Analysis Y2 to Y6 SATs by question	Summary sheets produced	All staff
Second half autumn term	Data Analysis Using school's performance handbook Statutory and other pupil progress target setting.	Monitoring information produced	All staff
First half spring term	General lesson observation Is our teaching good enough? Where are our key strengths? What do we need to work on further? Undertaken by HT.	Copy of notes of lesson observation given to and discussed with individual teacher.	HT
Second half spring term	Focussed observation Is our teaching good enough? Where are our key strengths? What do we need to work on further? Undertaken by HT or subject co-ordinator Work scrutiny coverage and marking	Copy of notes of lesson observation given to and discussed with individual teacher.	HT or curriculum co-ordinators
First half summer term	Planning scrutiny Core subject co-ordinator & SIP subject focus to monitor coverage	Monitoring summary report for ICT, maths, English and SIP focus subjects	Curriculum co-ordinators
Second half summer term	Pupil survey This will question pupils experiences/opinions of how subjects are taught in school (orally in lower school)	Monitoring summary report for ICT, maths, English and SIP focus subjects	Curriculum co-ordinators

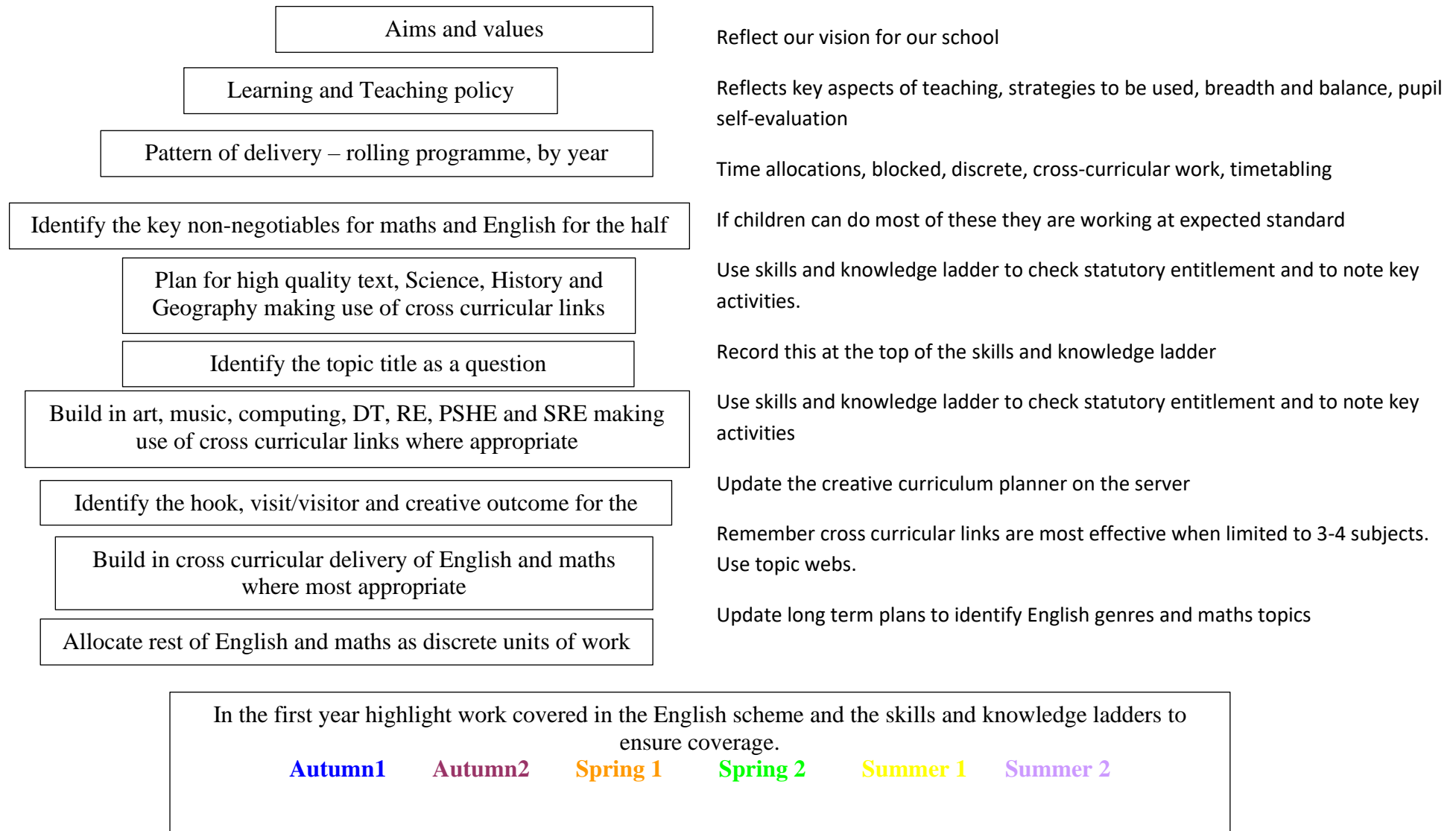
Due regard been given to Equalities Act legislation

Curriculum Leadership 2019

Area	Person
D&T	Nicola
SCIENCE	Nicola
PSHE	Shaun
PE	Allison
GEOGRAPHY	Savannah
HISTORY	Chris
PUPIL PREMIUM	Sarah
MUSIC	Peter
ART	Rachel
FOUNDATION STAGE	Peter
FRENCH	Kate and Savannah
COMPUTING	Peter
RE	Katherine
MATHS	Chris and Kate
READING	Rachel
WRITING	Lindsay
CURRICULUM	Shaun
PUPIL PROGRESS and Key Stage Leaders	Rachel and Kate
EVC	Sharon
STAFF INDUCTION	Sharon
SENCO	Lindsay
HEALTH & SAFETY	Sharon
FIRST AID	Sharon
EQUAL OPPORTUNITIES	Shaun
CPD	Shaun
OUTDOOR LEARNING	Lindsay
BEHAVIOUR	Peter
COLLECTIVE ACTS OF WORSHIP	Shaun
Child Protection Senior Designated Person	Shaun
Child Protection Deputy Designated Person	Peter
Bereavement	Melda
NQT	Peter
Student work experience	Peter
University placements	Peter

Due regard been given to Equalities Act legislation

Wood's Foundation Curriculum design flowchart



Curriculum Drivers

Wisdom

Wisdom is insight into the way life works: a proper understanding of the consequences of our thoughts, words and actions and an awareness of the true value of things. It is rooted in proper reverence for God who is the source of all life and all values. Although related to education and knowledge, wisdom differs from cleverness. Wisdom may be best described as discernment gained through life experience and distilled into guiding principles. Sometimes, the word is used in the Bible to refer to the practical and technical skills possessed by an experienced craftsperson or administrator. The opposite of wisdom is foolishness, which is a wrong understanding of life. Jesus tells the parable of the Rich Fool (Luke 12:13-21). It's about missing the point; it's about being a fool. The fool thinks that the aim of life is to 'be happy' and he thinks that you can gain happiness by doing what you want and be gaining more and more possessions. The wise person recognises their own limitations, trusts in God and understands that there is more to life than may be seen on the surface. The Bible often points out that God's wisdom is the reversal of 'the wisdom of the world'. Christ's sacrificial life and his teaching about love and humility may appear foolish by the world's standards but, in reality, it expresses the Wisdom of God.

Enquiry drives our curriculum, enquiry from the children helps to plan the topics and fosters their enthusiasm for learning. Our topic titles reflect this through being posed as a question. It is based on children's natural curiosity about the world and encourages open mindedness. Their desire to find things out is enhanced through a growth mindset and by developing their resilience. "I can't do it yet" is an attitude we seek to foster. Investigations in science and maths each half term help children to use their knowledge wisely. Teachers model inquisitiveness, they ask "why do you think that?" We find things out together and enjoy the experience. Teachers ask "What did you enjoy? What did you find difficult? How did you overcome this problem?"

Environment

Valuing God's Earth is the perspective from which we are to view all life including our own. It means that we place the highest value on this earth and see life as God's gift. In Genesis, God gives humans certain rights. With these rights, come responsibilities. We are stewards. A steward manages an estate on the owner's behalf. We have been given the earth to look after by God and to hold it in trust for future generations. If the earth is to sustain our children and succeeding generations, this clearly places limits on how we treat the earth. Francis of Assisi addressed the sun, moon, earth, wind and water as his mother, sisters and brothers. Harvest and Rogation remind us of our dependence on the earth for our survival, and lead us to thank God. The New Testament comes to a close with a vision of a new heaven and a new earth where all are nourished by the spring of the water of life and all have access to the tree of life (Revelation 21).

As a curriculum driver this would celebrate, appreciate and respect the unique and beautiful environment we enjoy. The children enjoy learning through the environment and can make even better progress. We would seek to encourage children to be aware of their surroundings and understand their place and responsibility to the environment. Children will develop awareness of seasonal, historic and future changes to the environment by comparing our environment with others. Awe and wonder about our world is key to ensuring children enjoy their learning.

Due regard been given to Equalities Act legislation

Hope

The Christian understanding of hope illustrates how trivial our everyday use of the word can be; we may hope that it will not rain for the picnic. At a deeper level, hope is a universal human phenomenon. People hope for peace in time of war; food in time of famine; justice in time of oppression. Hope generates energy and sustains people through difficult times. True hope is much more than a general idea that things will get better. Christian hope is grounded in the character of God. Often, in the Psalms, the writer says to God: 'My hope is in you'. It is a hope rooted in the love and faithfulness of God. Hope is not wishful thinking but a firm assurance that God can be relied upon. It does not remove the need for 'waiting upon the Lord' but there is underlying confidence that God is a 'strong rock' and one whose promises can be trusted. The writer to the Hebrews describes the Christian hope as 'an anchor for the soul, firm and secure'. Hope is not always spontaneous or easy. There is work to be done. As well as trusting God, we have to develop qualities of steadfastness in our own character. Paul says: 'We know that suffering produces perseverance; perseverance, character; and character, hope.' (Romans 5:3-4). Hope is coupled with faith and love as one of the three most enduring gifts of the Spirit (1 Corinthians 13:13). Our hope is that every child will reach their full potential.

Community

The use of the original Greek word Koinonia emphasises the strength and importance of this concept within the Christian faith. Koinonia means 'that which is in common' and is often translated as 'community'. It is based on fellowship with Jesus. Through him, Christians share the relationship that Jesus has with God. In John 17, Jesus prays that all his followers may be 'perfectly one' as he and the Father are one. They are all members of the same family. A central element of being a family is interdependence: all are needed and valued and each person is important to the whole. The foundation of Christian koinonia is Christ's self giving on the cross, the supreme demonstration of his love for all. We love because he loved us first. For the first Christians, this was expressed in a genuine common life with shared meals, shared possessions and practical support for the poor. The Christian church today continues to serve not only those within the Christian community but any who are in need.

The children's developing emotional awareness is an essential prerequisite to effective learning and being part of a community. They will develop their sensitivity to others and become more aware of their own feelings. We all want emotionally intelligent children, who can overcome embarrassment and aren't afraid to take risks. Joy, teamwork, having fun and enjoying learning together helps build emotional resilience and gives our children confidence to share new ideas. We want our children to have a positive self-image, a good self-concept and high self-esteem. Central to this is our "what if" learning", helping children understand how their positive actions can help others.