

We are committed to providing a creative curriculum which addresses the needs of the whole child and which ensures that children have the cultural capital to prepare them for the next stage of their learning.

The Individual Child

Our curriculum will:

- Overcome barriers to learning, be inclusive and ensure equality of access and opportunity
- Challenge discrimination
- Cater for all learning styles
- Personalise learning
- Provide challenge and promote achievement for all
- Develop a love of learning and a growth mindset that relishes challenge
- Use the advice of 'expert' partners in personalising the curriculum to match the needs of individuals and groups
- Map provision for groups and individuals to ensure personalisation, continuity and progression
- Use high quality interventions to personalise the curriculum for individuals
- Promote physical activity and healthy lifestyles

Developing Positive Relationships

Our curriculum will:

- Promote spiritual, moral and cultural development
- Promote safety, physical and mental health, well-being and a sense of security
- Promote core values
- Promote respectful relationships through Restorative Practices
- Promote safe, protective behaviour, including online
- Provide opportunities for collaborative work and the development of social skills
- Promote personal and emotional development and skills
- Promote the development of self esteem and enable children to value themselves and others
- Celebrate diversity and promote positive attitudes to difference
- Promote the involvement of parents in their child's learning

Using Enabling Environments

Our curriculum will:

- Be delivered in an environment that meets children's needs
- Provide quality play and experiential experiences, including cooking and gardening, with a focus on learning and development
- Maximise opportunities to learn outside the classroom and promote the idea that learning can happen anywhere
- Use Forest School environments and principles to promote learning outdoors
- Use stimulating and exciting environments, both inside and out, that enhance and facilitate learning
- Be supported by effective classroom organisation and display
- Use visits and visitors to enhance learning
- Use our local community to create real contexts for learning
- Use international links to create real contexts for learning and to develop a global dimension
- Develop the skills and provide the resources for children to make independent choices about the use of ICT and other tools

Learning and Development

Our curriculum will:

- Be informed by assessment for learning
- Deliver the National Curriculum and the Early Years Foundation Stage Curriculum in thematic, cross curricular contexts

- Ensure that planning for discrete subjects, within each theme, is well planned and sequenced to ensure children make age expected progress and have the knowledge and skills for the next stage in learning
- Create contexts for learning through dynamic, rich, varied, relevant, motivating and stimulating themes that build on children's interests
- Ensure regular opportunities to apply English, mathematical and ICT skills across the curriculum
- Be delivered through 'quality first teaching' which will be detailed in our school provision map and in our Local Offer
- Focus on learning and on cross curricular skills for learning
- Be appropriately pitched and paced
- Ensure continuity and progression
- Ensure breadth and balance
- Develop attitudes and skills that enable children to be flexible and responsive in an ever changing world

Cultural Capital for Future Learning

As well as meeting statutory curriculum requirements, we have a commitment to the following:

- Learning through real experiences linked to seasonal changes and to the natural world, including knowledge of British flora and fauna. Supported by Forest School, the use of natural resources, gardening and seasonal walks around local parkland
- Rich musical experiences, including watching and taking part in musical performance, music across the curriculum to support wider learning and singing as a tool to promote good mental health
- Rich art and design experiences, including learning from artists and appreciating Britain and the wider world's artistic heritage
- Developing healthy, active lifestyles through a rich sports curriculum, including being able to ride a bicycle
- Developing cooking skills, including learning about healthy eating and food from other cultures
- Building the personal and social skills to:
 - Develop healthy relationships and to fix relationships when things go wrong
 - Develop Protective Behaviours and know how to keep safe, including on line
 - Work effectively in a team
 - Understand and handle feelings & emotions; including being able to relax and use mindfulness as a strategy
 - Have an awareness of their own mental health and how to keep themselves healthy
- Understand and demonstrate the school values of Respect, Thoughtfulness, Co-operation, Courage, Perseverance and Friendship
- Develop an awareness of difference and demonstrate the value of tolerance towards other people and cultures
- Developing links with the community and understand the concept of volunteering
- Know about key historic and cultural events, including those that are linked to the life of the local community
- Learning about people in other parts of the world in active ways, including through dance, music, cooking, art, language and story
- Develop an awareness of environmental issues and sustainability; act on this understanding in school by recycling, litter picking, conserving energy and water etc
- Develop problem solving skills and a positive growth mind-set

Our principles will be implemented in our long, medium and short term planning and will be reviewed annually.