

The curriculum intent and implementation for

St Bartholomew's CE (VC) Primary School

A curriculum that promotes the Church of England's culture and aims

The vision is deeply Christian, with the promise by Jesus of 'life in all its fullness' at its heart. Our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework. This is worked out theologically and educationally through five basic elements which permeate our vision for education:

Uniquely Me <i>In the footsteps of Jesus</i> JOYFUL	The Good Citizen <i>In the footsteps of the Good Samaritan</i> KIND	Problem Solver <i>In the footsteps of Nehemiah</i> COURAGEOUS	Creator <i>In the footsteps of Noah</i> CREATIVE	World Explorer <i>In the footsteps of St Paul</i> RESPECTFUL
Learn to be healthy	Learn about different faiths	Learn about the world of work	Learn about Art	Learn how to explore
Learn to be happy	Learn how to be a good friend	Learn to be inventive	Learn about Music	Learn about the past
Learn to be safe	Learn about our local community	Learn to use equipment	Learn about Drama	Learn about the environment
Learn to be active	Learn about the global community	Learn to think creatively	Learn about Dance	Learn how to survive
Develop independence		Learn how the world works		

The vision, in line with the Church of England's role as the established Church, is for the common good of the whole human community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings. It invites collaboration, alliances, negotiation of differences, and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy, together with a healthily plural educational system

A curriculum that promotes the school's culture and aims

The school's direction stems from its Statement:

Growing Together Through Learning, Playing, and Worship

"Keep your roots deep in Jesus and have your lives built on Him.

Be strong in the faith, just as you were taught. Always be thankful."

Col 2:7

At St Bartholomew's, our aims are:

- to provide a Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of the school community;
- to provide an environment in which the dignity of each person as a child of God is recognised and developed to provide hope; and to promote the full potential of each child through a curriculum which develops spiritual, academic, social and emotional growth;
- to provide a curriculum which is enriching and challenging, where children experience the opportunity to learn in a wide range of contexts

Our Principles for Learning and Teaching

- All children are entitled to be engaged in their learning and to be active learners; discovering and finding out.
- All children are entitled to understand what they have achieved and know what to do to make progress.
- All children are entitled to be independent, enthusiastic and self-motivated learners; raising their own questions.
- All children are entitled to time to evaluate and reflect on their learning.
- All children are entitled to teaching that inspires their learning.
- All children are entitled to teaching that encourages them to be creative.
- All children are entitled to be challenged and enjoy learning, in a wide range of curricular areas.
- All children are entitled to develop spiritually, morally and as members of their community and the wider community.

Curriculum Intent – how we designed our curriculum

Reflection and Prayer for our curriculum:

Holy Spirit, let the wisdom of God come alive among the community of St Bartholomew's CE (VC) Primary School. Awaken the awareness of dignity and compassion of our staff. Convict our hearts to always perform our duties with integrity and fairness. Help us to continually focus on protecting the rights of all children to have access to the best and widest educational experience possible. Strengthen us to be good spiritual and moral models to those we are in community with.

Holy Spirit, remind us of all those we need to forgive and help us to be quick to forgive.

Worthy Father, all heaven will praise Your great wonders. You are entirely faithful. In Jesus' Name, Amen.

Educating for Wisdom, Knowledge and Skills

Good schools foster confidence, delight and discipline in seeking wisdom, knowledge, truth, understanding, know-how, and the skills needed to shape life well. They nurture academic habits and skills, emotional intelligence and creativity across the whole range of school subjects, including areas such as music, drama and the arts, information and other technologies, sustainable development, sport, and what one needs to understand and practise in order to be a good person, citizen, parent, employee, team or group member, or leader.

As a **Church of England** school, the precepts of Christian education remain at our core. This includes the **life in all its fullness** and preparing our children as world **citizens of the 21st Century**. In order for this to be achieved our children need high levels of **literacy** and **numeracy**. We recognise **R.E** as a core subject, so we adhere to the Staffordshire Agreed Syllabus for Religious Education as well following the CoE curriculum, 'Understanding Christianity'. We work closely with the local parish and community in embedding strong links to promote our school vision and values. Within **our parish and our local community** we foster an ethos of **servicing** both individuals and society. **Charitable links** and service remain a focus throughout the school year.

The school recognises that **science** is both an exciting academic subject and an area where children can develop a sense of awe and wonder.

When planning a curriculum, St. Bartholomew's CE (VC) Primary has had to recognise the very **wide social and economic backgrounds of our families**. The school is in the heart of a small isolated village in an area of rural deprivation.

Hence school has a significant number of families who require a lot of support, sign posting and care. Within **the curriculum**, account is made of the socio-economics of the area and we recognise that the children need both a sense of valuing themselves, and developing aspirations for their future and for their community.

We are passionate that all children realise that it is a big and wonderful world out there that they can play an active and positive part in. To do this not only do we pursue excellence but ensure the children are equipped with the correct skills in which to do this, for example visits show children how to use a range of cutlery and order from a menu. We play an important part in providing the means for **social mobility**.

We maintain close working relationship with all the local primary schools, **Leek Learning Partnership and in the newly formed Staffordshire Moorland Small Schools Christian Fellowship**. We also plan opportunities for the children to know about keeping safe, linked to the KCSiE document. We also plan for and promote **British values**, (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs) ensuring that children are aware of their rights and responsibilities as a UK citizen. At St Bartholomew's CE (VC) Primary School, we recognise that for pupils to aspire and be successful in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their **cultural capital**.

The wellbeing agenda is at the heart of St Bartholomew's curriculum. Pupils' **spiritual, moral, social and cultural** development is weaved throughout the entire curriculum. Pupils are encouraged to empathise with the feelings and actions of others, seeing points of views and beliefs other than their own. Particularly in RE and **PSHE**, they show a keen interest in ethical issues and are able to apply their personal values to situations, giving reasons for their decisions and actions.

In recognising the development of the whole child, **pastoral support** given to children so they can maintain lifelong well-being is core. Individual needs sit at heart of our school and allows all children including vulnerable children to access their learning and curriculum entitlement. The school has various systems which support the **emotional and mental well-being** of children and provides signposting to their parents. Emotional and mental wellbeing is also enhanced by PE including swimming lessons.

Staff annually review their medium-term planning to ensure topics are relevant to the children's interests and needs. The curriculum is designed to ensure: **breadth of learning**, with focus made on

extending those who are working at a greater depth within the curriculum areas; engagement with their learning and initiating the direction of the units of study, particularly in the foundation subjects along with breadth and balance. Not only do staff review the actual curriculum regularly, but also the principles for learning and teaching. Enriching science within the primary curriculum as we recognise the importance of science, both as a 21st Century subject and an area of awe and wonder of God's creation.

Currently the staff are working on a project to develop music, local history and geography called St Bertram's Songline. It is a pilgrimage based on St Bertram's life and will be completed with other schools. We are trying to make the most of our locality and as guardians of the Peak National Park we are bee keeping to support Moorland plant diversity.

The Curriculum – implementation

The school is currently organised into 4 classes. The school curriculum overview for each year group follows:

EYFS

Year 1&2

Year 3&4

Year 5&6

For greater detail of our, English, Maths, Science, ICT and foreign languages please see our separate pages.

Phonics

We teach phonics through the **Letters and Sounds Scheme**. This is used throughout the school particularly in the foundation stage and key stage one. We use a wide variety of reading schemes, covering fiction and non-fiction, including.... More confident readers are able to choose from class readers and a well-stocked library. The scheme is continued at home. We encourage children to read daily at home and this is monitored via a home-school communication book.

The school gives individual provision to our younger children who may need individual plans and in Year 3 or new child starting; every child is re-assessed on their phonics knowledge so teachers are able to adapt plans accordingly.

Impact our curriculum is having on standards of teaching and learning

The curriculum at St. Bartholomew's is well planned and thought-through to enable a wide range of engagement, not only within lessons but in providing out of class opportunities to enable children to develop themselves as learners and encourage each child to be as independent as they can be.

Questionnaires to the pupils and parents allow the staff to regularly review and assess the impact that the curriculum is having. We have had many positive responses from the children to this effect:

Parents' Views:

“The best decision we ever made was to bring our child to St Bartholomew’s. He started as a timid scared boy and has developed into a mature, confident boy ready for life.”

Childrens’ Views:

“Learning is fun but also challenging. We learn about different things. I’m really enjoying politics.”

Assessing our children’s learning within the curriculum

At St. Bartholomew’s we ensure that the children are regularly assessed within lessons against the relevant frameworks across the breadth of the curriculum. Children also have summative assessments which with ongoing formative assessments each term to ensures each child receives personalised learning.

Recognition is also taken account of in terms of the individuality of the children:

“The pupils’ own skills and talents are considered”.

A curriculum for the whole child

Educating for Joy and Aspiration

In the drama of ongoing life, how we learn to approach the future is crucial. Good schools open up horizons of hope and aspiration, and guide pupils into ways of fulfilling them. They also cope wisely with things and people going wrong. Bad experiences and behaviour, wrongdoing and evil need not have the last word. There are resources for healing, repair and renewal; repentance, forgiveness, truth and reconciliation are possible; and meaning, trust, generosity, compassion and hope are more fundamental than meaninglessness, suspicion, selfishness, hardheartedness and despair.

- Pupils’ ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values
- Their sense of enjoyment and fascination in learning about themselves, others and the world around them
- Their willingness to reflect on their experiences
- Pupils’ ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Their understanding of the consequences of their behaviour and actions
- Their interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Educating for Community and Living Well Together

We are only persons with each other: our humanity is ‘co-humanity’, inextricably involved with others, utterly relational, both in our humanity and our shared life on a finite planet. If those others are of ultimate worth then we are each called to responsibility towards them and to contribute responsibly to our communities. The good life is ‘with and for others in just institutions’ (Paul

Ricoeur). So education needs to have a core focus on relationships and commitments, participation in communities and institutions, and the qualities of character that enable people to flourish together.

- Pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Their willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Their acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Their understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Their knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and in continuing to develop Britain
- Their willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Their interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Educating for Dignity and Respect

Human dignity, the ultimate worth of each person, is central to good education. The basic principle of respect for the value of each person involves continual discernment, deliberation and action, and schools are one of the main places where this happens, and where the understanding and practices it requires are learned. This includes vigilant safeguarding. It is especially important that the equal worth of those with and without special educational needs and disabilities is recognized in practice.

- Their willingness to value and respond positively to each individual child in school
- Their willingness to participate in safeguarding each person by reporting worries and fears.

Sex and Relationships Education

At St Bartholomew's, sex and relationships education is taught through a whole school policy and, where possible, is integrated into other areas of the curriculum such as religious education, science and PSHE. Parents are given the opportunity to discuss what their child will be learning so that they can support their child's work at home. Any questions that children ask are answered sensitively and in a caring manner. Lessons and resources are always chosen to suit to the age of the children.

Educational Visits

At St Bartholomew's, the children experience a variety of educational visits, which prove to be valuable learning experiences. We ensure that costs for visits are absolutely kept to the minimum so that no family feels under any financial pressure.