

Curriculum Statement

February 2020

Intent

Pastoral care, wellbeing and inclusivity are a real strength of the school and we believe that happy children who feel rooted in the school community are best placed to succeed. We want to tap into our pupils' eagerness to learn by providing them with a curriculum that is highly relevant, challenging and that will raise their own expectations. We aim to offer them a wide range of inspiring, engaging and practical learning experiences, developing their cultural capital, as well as teaching them about human creativity and achievement. We want their learning to be diverse, holistic, meaningful and purposeful.

We are committed to helping our pupils make links across subject disciplines, by providing a curriculum that effectively employs a thematic approach. We believe each child's learning journey should be connected in a meaningful way, evidencing clear progression and should demonstrate a consistent approach throughout school.

Rationale for Implementation

We use Dimensions 'Learning Means the World' Curriculum as the vehicle for this. It is underpinned by four highly relevant world issues, known as the four Cs:-

Culture

Communication

Conflict

Conservation

Culture

As a school that predominantly represents a white British demographic, we want our pupils to fully appreciate and embrace cultural diversity, learning about and experiencing a range of different cultural and faith heritages.

We want them to value diversity, understand the roots and importance of cultural heritage and to behave in a respectful and tolerant way towards others, regardless of faith, ethnicity or background. We actively and explicitly promote cross-cultural friendship, respect, tolerance and understanding through 'Learning Means the World'.

Communication

We believe that communication is key to accessing learning and securing pupils' future success. We are committed to nurturing high aspirations. Our curriculum provides lots of opportunities for pupils

to develop their language and vocabulary, thus enabling them to articulate their learning, express themselves in discussion, debate and presentation, as well as enabling collaboration and exchange of ideas. We want our pupils to be thoughtful communicators, learning to take account of context, including audience and setting. We want them to show empathy, an ability to listen well and to respond sensitively to others, offering support in, not only words, but also actions.

Conflict

We believe that life skills should be taught throughout the curriculum and an understanding of responsible, respectful behaviour is an important aspect of learning. Having a developed understanding of sources of conflict and its consequences, we believe, will make a difference to their own choices as they learn about cause and consequence. We want our pupils to have a real awareness of how their behaviour affects others and how important positive relationships are throughout life. We also want them to be able to put into action conflict resolution and modify their own behaviour to help them disagree in a constructive manner.

Conservation

As an eco-minded school, we feel our pupils will benefit from a more structured approach to developing greater awareness and appreciation of local, national and global conservation issues and initiatives. We want our pupils to be more informed about sustainability issues, to care passionately about our world and to engage actively in conservation. As good stewards, now and in the future, we want to enable them to become positive and active agents of, and agents for, change, beginning with the beach setting on our own doorstep.

Impact

Through implementation of our curriculum, we expect our pupils to be outward-facing, having a clear understanding of the world and their place in it as educated and responsible citizens. We want pupils to use and apply their wealth of cumulative knowledge in practical and effective ways, making good choices, now and in the future. They will have good self-esteem, leading to an ability to cope with failure and a willingness to take on new challenges and responsibilities.

Conflict

Pupils will be able to define conflict and explain the key reasons as to why conflict exists. They will also be able to give specific examples of conflict, both past and present, on a local, national and global scale. On a personal level, they will learn how to handle disagreements constructively, be aware of the impact their behaviour has on others and resolve their differences peaceably.

Communication

Pupils will be able to communicate in ways that build and maintain positive relationships through focused listening, confident speaking, sharing ideas and explaining clearly. They will know how communication has developed through time and the chronology of technology, which is now our current main means of communicating. They will also learn how to communicate in an assertive, yet respectful, way.

Culture

Pupils will be able to define and identify the characteristic features of culture and understand why cultural diversity is important. They will be able to talk about the features of a range of different

cultures from around the world, explaining some of their similarities and differences. They will also learn how culture affects perception and influences behaviour.

Conservation

Pupils will be able to define conservation, outline key areas e.g. biodiversity and understand why it is such an important world issue. They will learn how we can live more sustainably, understanding the importance of natural resources and renewable energy. On a personal level, they will learn how they can make a difference by reducing their carbon footprint and behaving in a more environmentally responsible way.