



Wider Curriculum Design Intent

Intent

Our Wider Curriculum is designed to ensure that our pupils are fully immersed in a learning journey that is engaging, stimulating, challenging and accessible to all pupils, and one that equips the pupils with the knowledge and skills they need to enthusiastically continue that learning journey for the rest of their lives. Building upon the children's natural curiosity, we aim to engender a lifelong thirst for knowledge in all areas of the curriculum, and we will introduce and develop the skills necessary for that knowledge to be acquired. Furthermore, we aim to develop the pupils' characters, personalities and life-skills with opportunities across the curriculum. The development and acquisition of these important traits will help to facilitate a readiness and ability to apply skills and knowledge in broader and more diverse contexts, developing independent and resilient learners.

The curriculum is designed to reflect our distinctly Christian character and work in harmony with our Christian values and ethos. These learning-skills and life-skills, which will be taught in the spirit of our core Christian values, will be developed year upon year, resulting in the pupils leaving our school as knowledge-laden, skill-rich, independent learners who are eager and ready to acquire more and reach their God given potential.

Implementation

Through each Wider Curriculum topic, our pupils will be taught a pre-determined set of skills and key knowledge. The initial skills taught at the start of the learning journey will then be consolidated, and deployed where necessary in future topics. And in these new topics further skills will be explored and developed. Through the knowledge organisers we have created for each Wider Curriculum topic, each teacher will be aware of the skills and knowledge that their pupils already possess, and will know which new skills must be developed in the current topic. Our carefully crafted and concise curriculum maps show a curriculum whose topics complement one another – thus increasing the opportunities for skills and knowledge to be acquired and deployed in different subject areas - while at the same time the distinct nature of each subject is still recognised and valued.

Where appropriate and productive, clear cross-curricular links have been established to broaden and deepen the pupils' skills and understanding, further enabling them to access and express their learning in a variety of ways. This helps to entrench skills and knowledge in the pupils' long-term memories. We have refrained from adopting a theme-drenched approach to each half-term as we believe this can lead to tenuous links being made between subjects, to certain subject areas being overlooked or under-developed, and to a narrowing of the pupils' outlook to too specific an area of interest. Each curriculum topic will be enlivened by educational trips to appropriate and stimulating places and by visits from experts in their field. Furthermore, we will continue to invite parents and other family members into school to share the knowledge and skills they possess which relate to the topics we explore. We have found such experiences to be very productive. Regular subject area themed days and weeks will bring topics to a celebratory close and will provide the pupils with the chance to share their progress with peers and with family members. These established events focus the pupils on the end goal for particular topics, and allow them to reflect on the progress they have made and what they know and are able to do.

We have identified eight key character skills (communication, empathy, enquiry, independence, justification, problem solving, resilience and teamwork) which overarch the curriculum and which will be referenced, highlighted and developed through each subject area through challenges, tasks, events, competitions and themed-days. We believe that these character skills, the pupils' awareness and consideration of them, will further enable the pupils to be successful lifelong learners, independent thinkers and resilient, robust participants in the next stage of their educational journey and beyond.

Finally, we greatly value the 'voice' and the opinions of each pupil, so we will provide opportunities for the pupils to discuss their work, talk openly about their own progress and share their thoughts on individual topics or whole subject areas. This is a great way to both judge a child's individual progress and the success of the curriculum as a whole.

Impact

The impact of our Wider Curriculum design will be that the pupils make significant progress at all key stages in the acquisition of the skills and knowledge identified for each topic in each distinct subject area. The design will deliver the key skills and knowledge in a way that shows clear progression from year to year, with the pupils using existing skills and acquiring new ones as they move on through school. This will result in each pupil being equipped with a wealth of knowledge and an array of skills which will help them navigate their way successfully through the rest of their educational journey. Throughout this journey, through continuous and robust assessment for learning, the particular talents, gifts, interest and curiosity of individuals will be identified and nurtured to ensure personal motivations and ambitions are encouraged and fostered. This, coupled with their developed key character skills, will prepare them well for the next stages of their life.