



# Green Park Community Primary

## School

### Curriculum statement

Our curriculum puts the child at the centre of our caring, sharing, achieving school, where positive relationships, based on mutual trust and respect are at the heart of everything we do. Our ambitious curriculum has been designed to take account of the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. It exposes our children to enriching experiences, immersing them in progressive knowledge and skills; equipping them with personal characteristics required to succeed in life. The development of oracy, reading and writing, are pivotal to our curriculum delivery and ensure that our children are immersed in memorable experiences, allowing each of them to express themselves as an individual.

The key principles behind the design of our curriculum are for our children to:

- be confident, independent and resilient; displaying a thirst for learning
- be kind; showing empathy and compassion whilst valuing diversity
- achieve academically across the entire curriculum, meeting at least the national expectation by the end of their primary education
- be culturally knowledgeable about our country and our world
- have aspirations for the future and know that these can be reached through hard work and determination
- be well prepared for the challenges of the secondary school curriculum. Ultimately, we want all of our children, to be the best they can be, making a positive contribution to the world they live in.

### Golden Threads

We have Golden Threads that run through each subject across every year group. The children are immersed into these threads throughout their topic, giving them the opportunity to revisit prior and explore new learning.

<u>Subject</u>	<u>Golden Threads</u>
History	Legacy/ Invention Invasions Hierarchy + Power Settlements
Geography	Physical Environmental Human The world
Science	Physics Biology Chemistry Earth Science

Computing	Information Technology Computer Science Digital Literacy and Online Safety
Art	Paper, fabric, metal and plastic Malleable materials Paint and colour Pencil, ink, charcoal and pen
DT	Mechanisms and movement Textiles Food Structures
PE	Movement Collaboration and competition Strength and Flexibility
RE	Believing Expressing Living

### **Mission statement**

At Green Park we believe our school is:

A safe place

A place where all respect each other

A place where creativity is at the centre of education

A place free of bullying, discrimination or exclusion, where everybody is valued as an individual, with their own talents, personality and needs.

A place where excellence and enjoyment is expected and achieved through constant development, reflection and hard work.

A place where everyone feels happy to come.

These are the values we hold up in everything we do. If you feel you would like to be part of our school, we welcome you.

### **Our curriculum will give children the opportunity to:**

- develop a rich and deep subject knowledge
- see clear links between different aspects of their learning
- understand the purpose and value of their learning and see its relevance to their past, present and future
- experience the challenge and enjoyment of learning
- explore the breadth and depth of the national curriculum
- develop new skills through a variety of interesting contexts
- learn within a coherent and progressive framework
- develop and demonstrate their creativity

## **Purpose**

Children are expected to work hard and demonstrate positive learning behaviours to both maximise their own individual learning potential as well as contribute to the school and wider community. Our behaviour system allows us to reward the behaviours we strive to develop through dojo points for both individuals and groups of children. We have high expectations of attendance, academic achievement and pupil behaviour. We are committed to working in partnership with parents as we believe that when home and school work closely together we get the best outcomes for our pupils.

Personal Development lies at the heart of the curriculum we deliver to closely meet the needs of our pupils, focusing on well-being, positive self-awareness, relationships and the wider world. By understanding that the curriculum is far more than just what happens in the classroom, we seek to widen our children's minds through experiences, contributing to our wider community and taking part in activities outside the normal curriculum and school day through our extensive after school clubs offer.

We believe that our fundamental task is to teach our children to speak clearly and articulately and to read and write effectively. Reading across all curriculum areas is a priority to extend and deepen pupils understanding and use of vocabulary. We want pupils to develop a love of reading during their time at Green Park and be exposed to a range of classic and contemporary literature. The use of the school library and class shared texts are pivotal to this. In order to raise aspirations and equip children with a real belief that they can achieve anything if they are prepared to work hard, it is imperative that we prioritise experiential learning within our curriculum. Visitors are regularly invited into school, educational and residential visits are carefully chosen to deepen understanding and we make the most of our beautiful outdoor learning environment to enhance hands-on learning experiences. Continuing Professional Development for all staff is a priority to ensure they have the necessary skills and knowledge to deliver the highest standards across the entire curriculum. Specialists from outside agencies work alongside teaching staff to enhance curriculum delivery, where expertise does not exist in school. Thematic Team Leaders and their teams have the necessary expertise to play a pivotal role in both the design and delivery of their subject areas; ensuring a clear progression of both skills and knowledge across all year groups, underpinned by a robust assessment system. They can confidently articulate how learning is re-visited and developed year on-year, to ensure a real depth of learning right across the school. The school uses Cornerstones as the planning tool for our curriculum. Topics are linked directly with oracy, reading and writing and are both exciting and engaging for the children. Before selecting topics, teachers engage with the children to understand what their interests are, what they are keen to learn about and what excites them. When planning, leaders have considered the context of the school and the relationship that our area has with the topics chosen. Topics are chosen that will have deep meaning to the children because they are able to see the relevance of the subjects in the world around them. At the same time, we are keen to also open our children up to new ideas and ways of thinking that they may not be aware of.

## **SMSC/FBV**

Our curriculum will give children the opportunity to:

- Social - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict
- Moral - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views
- Tolerance and respect - To respect and tolerate the opinions or behaviour of others
- Democracy - Be part of a system where everyone plays an equal part
- Spiritual - Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences
- Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity

## **Purpose**

Our pupils have access to a wide range of opportunities which promote personal safety and pupil voice with all children being actively involved in whole school decision making through the School Council and many positions of responsibility. Our curriculum recognises the importance of pupils' physical and mental well-being in shaping their long-term life-style choices.

## **Well-being**

Our curriculum will give children the opportunity to:

- develop self-esteem and confidence in their abilities
- build respectful friendships
- learn how to respect themselves and others
- recognise that people are good at different things
- work in a range of groups and settings
- learn in a peaceful and supportive environment
- reflect and think mindfully about their learning
- follow their own interests and be themselves

## **Purpose**

1. Holistic Development:

A well-rounded curriculum that includes well-being components addresses not only academic growth but also the physical, social, emotional, and mental aspects of a student's development. This holistic approach contributes to the overall well-being of students.

2. Promotion of Mental Health:

Including well-being in the curriculum emphasises mental health awareness and encourages practices that promote emotional resilience, stress management, and coping strategies. This is particularly important given the increasing awareness of mental health challenges faced by students.

3. Creating Supportive Learning Environments:

A focus on well-being helps create a positive and supportive school culture. Students are more likely to thrive academically when they feel safe, supported, and valued. Well-being initiatives contribute to building such conducive learning environments.

#### 4. Enhanced Academic Performance:

There is a strong correlation between positive well-being and academic success. When students are mentally and emotionally well, they are better equipped to engage in learning, concentrate, and perform at their best academically.

#### 5. Social and Emotional Learning:

This is an integral part of many well-being programs. It involves teaching students important life skills, such as self-awareness, self-regulation, empathy, and interpersonal skills. This contributes to positive social interactions and the development of emotional intelligence.

#### 6. Prevention of Bullying and Exclusion:

The curriculum includes components on respect, empathy, and inclusivity. This helps create a school culture that actively works against bullying, discrimination, and exclusion, fostering a sense of belonging for all students.

#### 7. Life Skills Development:

We integrate life skills education, including communication skills, conflict resolution, decision-making, and time management. These skills are essential not only for academic success but also for future personal and professional endeavors.

#### 8. Resilience Building:

Resilience, the ability to bounce back from challenges, is a key component of well-being. By incorporating activities and lessons that promote resilience, we help students develop the mental strength needed to navigate the ups and downs of life.

#### 9. Preparation for Future Challenges:

Schools play a role in preparing students for the challenges they may face in the future. By addressing wellbeing, students are equipped with tools to manage stress, build healthy relationships, and maintain a positive mindset in the face of adversity.

#### 10. Positive School Culture and Community Engagement:

Well-being initiatives contribute to the creation of a positive school culture that extends beyond the classroom. Engaging parents, caregivers, and the wider community in well-being activities fosters a collaborative and supportive educational environment.

### **Pupil voice**

Our curriculum will give children the opportunity to:

- make a positive contribution to the school and local community
- express their opinions on a range of different topics and issues
- say what they like and dislike about their learning
- contribute to planning their own learning
- take part in age-appropriate discussions
- explore ways of becoming an active citizen
- take part in democratic activities across the curriculum
- make choices about things that are important to them

## **Purpose**

### **1. Empowerment and Ownership:**

Involving students in decision-making processes gives them a sense of empowerment and ownership over their educational experience. When students feel that their opinions and perspectives matter, they are more likely to engage actively in their learning.

### **2. Enhanced Motivation and Engagement:**

Allowing students to have a say in aspects of their education, such as classroom activities, projects, or extracurricular, can enhance their motivation and engagement. When students have a role in shaping their learning environment, they are more likely to be invested in the educational process.

### **3. Development of Critical Thinking:**

Encouraging pupil voice promotes critical thinking skills. Students learn to analyse situations, express their opinions, and consider the perspectives of others. This contributes to the development of well-rounded individuals who can think independently and make informed decisions.

### **4. Fostering Responsibility and Leadership:**

Being part of decision-making processes teaches students about responsibility and leadership. It provides opportunities for them to take on roles, such as student council representatives or leaders of school projects, helping them develop valuable leadership skills.

### **5. Promoting a Positive School Culture:**

A positive school culture is built on trust, respect, and collaboration. When students feel that their voices are valued, it contributes to a positive and inclusive school environment. It fosters a sense of community and encourages positive relationships among students and between students and educators.

### **6. Identification of Student Needs:**

Students often have insights into their own needs and challenges. Involving them in decision-making processes helps educators and administrators identify areas for improvement in the curriculum, school policies, or support services. This ensures that the school is responsive to the evolving needs of its students.

### **7. Improved Communication Skills:**

Expressing opinions, participating in discussions, and presenting ideas are essential communication skills. Pupil voice initiatives provide students with opportunities to enhance their communication skills, both written and verbal, which are crucial for success in various aspects of life.

### **8. Positive Impact on Well-being:**

Feeling heard and valued positively impacts students' mental and emotional well-being. It contributes to a sense of belonging and connectedness to the school community, reducing feelings of isolation and promoting a positive attitude towards learning.

### **Pedagogy**

Our curriculum will be taught through a pedagogy that:

- enables children to reflect on and evaluate their learning
- enables and fosters children's natural curiosity
- excites, promotes and sustains children's interest
- promotes problem solving, creativity and communication

### **Purpose**

Our children demonstrate leadership, organisation, resilience, independence and communication as well as a real thirst for learning.

- Our children are able to form meaningful relationships based upon mutual respect and trust, recognising and celebrating difference, not only within the school community, but in the wider world as well.
- Our children have access to a wide and varied curriculum, allowing each of them to excel as individuals and be the best they can be.
- Our children achieve to a good expected standard across the entire curriculum by the end of Key Stage Two.
- Our children are well prepared to access the challenges of the secondary school curriculum.
- Our children have aspirations for the future and know that these can be realised with hard work and determination.
- Our children grow up being able to make a positive contribution to the world in which they live

### **Enrichment**

We will enrich our curriculum by:

- providing on and off-site subject or topic related activities
- using quality resources in and out of the classroom
- developing partnerships with external providers that extend children's opportunities for learning
- welcoming parents and carers to take part in children's learning and experiences
- holding specialist curriculum days or weeks
- offering opportunities for children to learn outdoors

### **Purpose**

We are committed to enabling our children to experience the wider world.

Educational visits play a key part in this. Through such activities, children can be inspired, enthused and engaged in the learning they will be part of.

Using our Pupil Premium funding, we endeavour to ensure that every child is able to take part.

### **Assessment Ongoing assessment includes:**

- Children's work
- Self-assessment of the key skills learnt
- Peer assessment
- Questioning and discussion
- Group work activities
- Topic books – children's and teacher comments about the project as well as pupil and teacher assessing the LO for each subject.

### **Roles and Responsibilities**

The Headteacher and the Governing Body have overall responsibility for the Curriculum, supported by the Curriculum leader. The Curriculum leader is responsible for overseeing the delivery of the Curriculum through:

- Regular formal and informal discussions with staff
- Monitoring planning to ensure curriculum coverage
- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised
- Observing learning and teaching to ensure progress is being made within the topics
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue
- Making changes where necessary
- Formulating an action plan to move the school forward
- Speaking with the children about their learning

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

### **Parental Involvement**

To keep parents informed of what the children will learn, teachers will send out a newsletter at the start of each term detailing the subject coverage for the following term as well as detailing this on the year group page on the website. This newsletter and website page will give general information about the subject area, a brief overview of the things the children will be involved in and a summary of the key learning areas. Work carried out will be shared within the school and through the class as part of the celebration of the project. Each year group will also invite parents and carers at least three times a year to celebrate the pupil's learning.