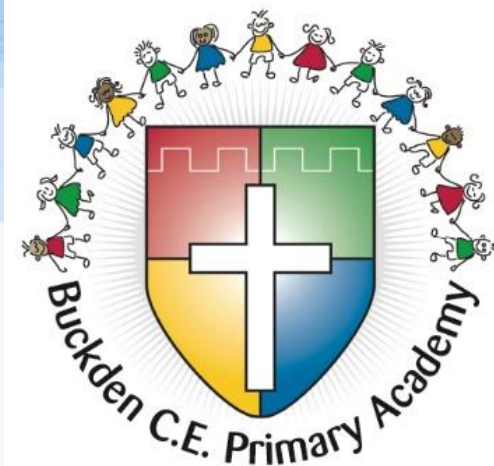




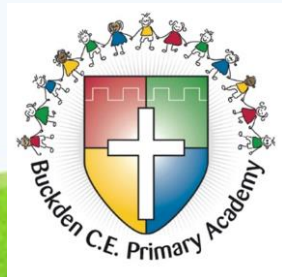
Our Curriculum Journey So Far

A guide for parents Updated 2021



Development of the curriculum for the 21st Century

- What is important to us as a school, that our children leave us with?
- How can we best equip our pupils for the next phase of their education?
- Is our curriculum relevant to our pupils today?



Research and looking beyond what we know

- Reading & Research
- Knowledge versus skills ?

Thrive	Valarie Hannon
Trivium	Martin Robinson
Transform Teaching and Learning through talk	Amy Gaunt & Alice Stott
How to be a Peaceful School	Anna Lubelska
The Learning Rainforest	Tom Sherrington
Closing the Vocabulary Gap	Alex Quigley
The Curriculum: Gallimaufry to Coherence	Mary Myatt
One Student at a time	Fernando Reimers
Empowering Students to Improve the World in Sixty Lessons	Fernando Reimers





What are the skills we want our pupils to have outside the curriculum content?

- Question – what skills will help our pupils beyond the primary classroom?
- Looking at the skills our pupils have entering school
- Investigate a framework – Skills Builder Framework

Listening

Leadership

Presenting

Problem
Solving

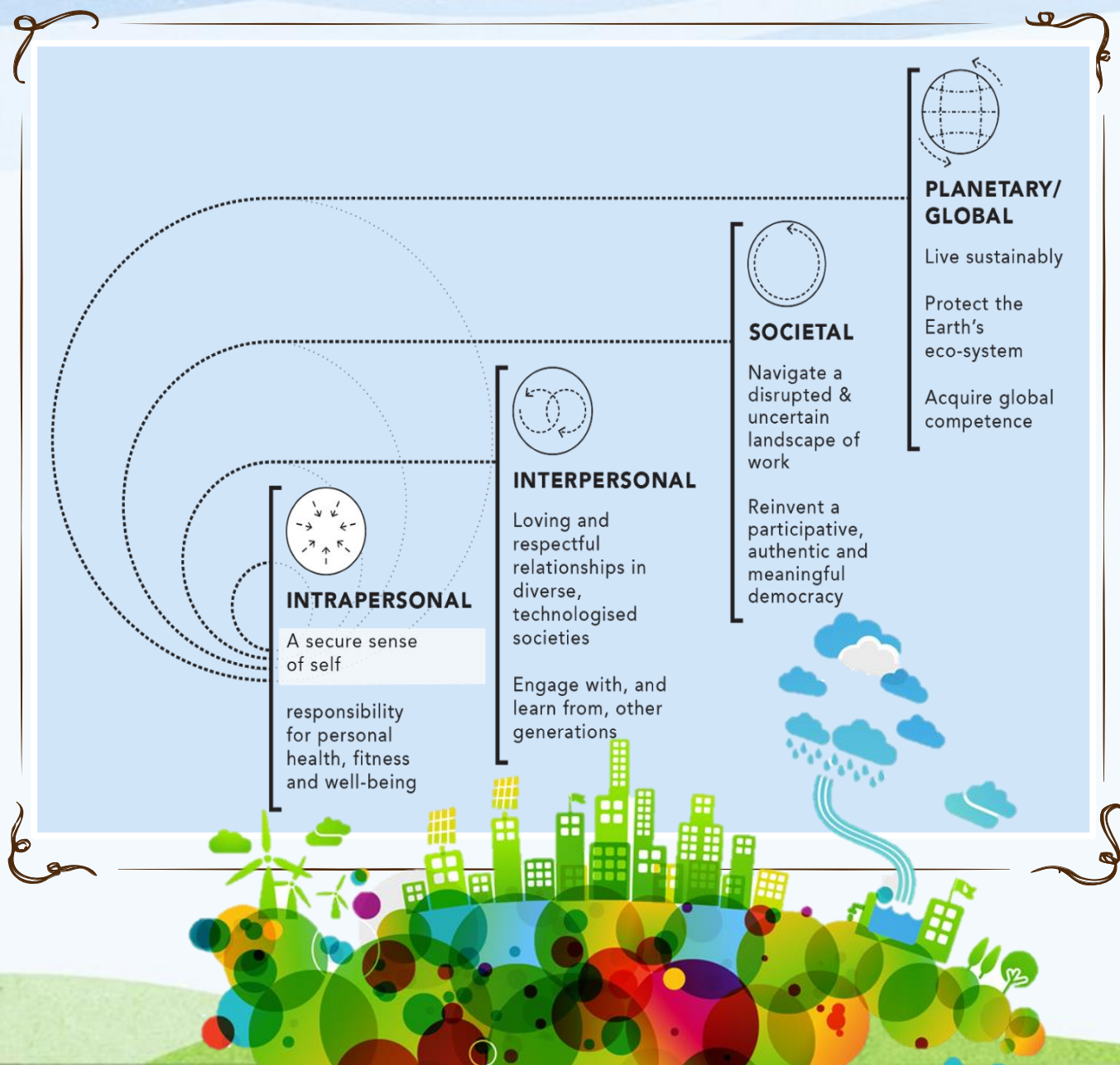
Creativity

Staying
Positive

Aiming
High

Teamwork



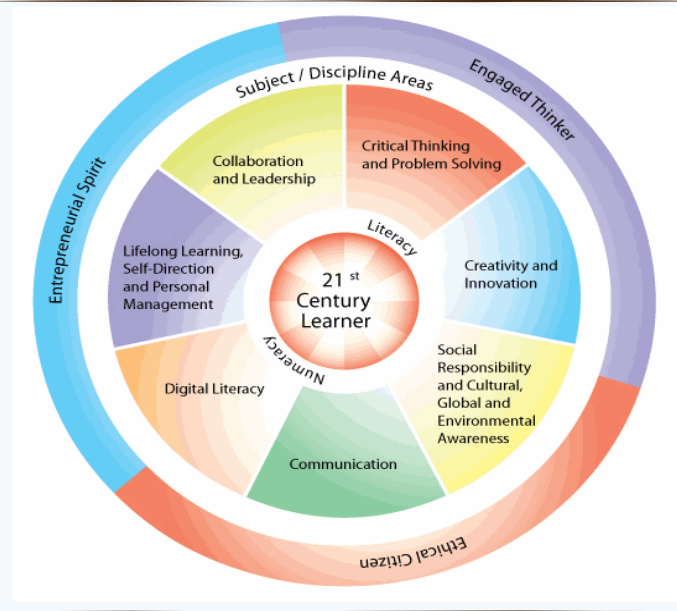


Starting with the 'Thrive Model'

Using the thrive model started to question, the content of the curriculum and how relevant it was for our children and their future. Considering mental health.



What we started to consider for content.



What makes a learner in the 21st Century?

17 Sustainable Development Goals set by the United Nations to be achieved by 2030



Curriculum as a Church School

As a Church school and considering the new SIAMS framework we also considered the following under 'Our Christian Inspiration'

- Educating for Wisdom, Knowledge and Skills
- Educating for Hope and Aspiration
- Educating for Community and Living World Together
- Educating for Dignity and Respect

How would our new curriculum interweave the above aspects as well.



Developing a strap line to our ethos/vision

SIAMS Framework

- Further to the SIAMS Framework training there are three areas we need to consider when planning the curriculum.
- Theology
- Philosophy
- Social and Human Sciences

A balanced approach to curriculum design

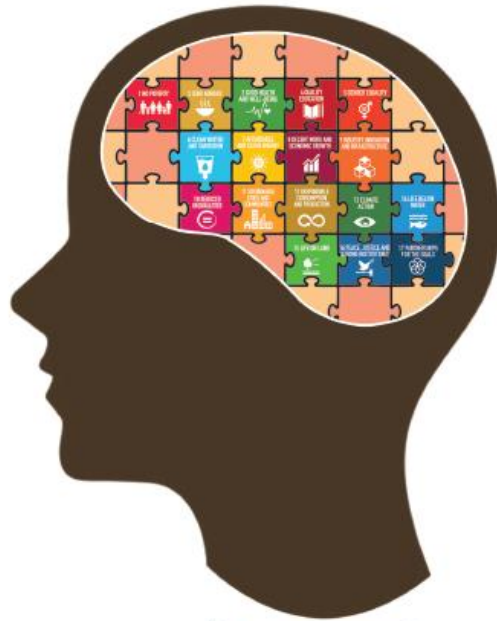
- Think it (Philosophy)
- Believe it (Theology)
- Live it (Social & Human Sciences)





Our Vision





THINK IT.



BELIEVE IT.



LIVE IT.



Ideas into practise – What next?

Ideas were formulating so set time aside as a leadership team to look at what we are doing.

Leadership day with HT, DHT, AHT/Maths lead, English/KS2 lead, Science/KS1 lead & Oracy Lead.

Plan of our the curriculum would look over a two year rolling programme.

Years 1,3 & 5 cover 8 goals one year

Year 2,4 & 6 cover 8 other goals in one year.

Skills Builder/ Enabling Enterprise

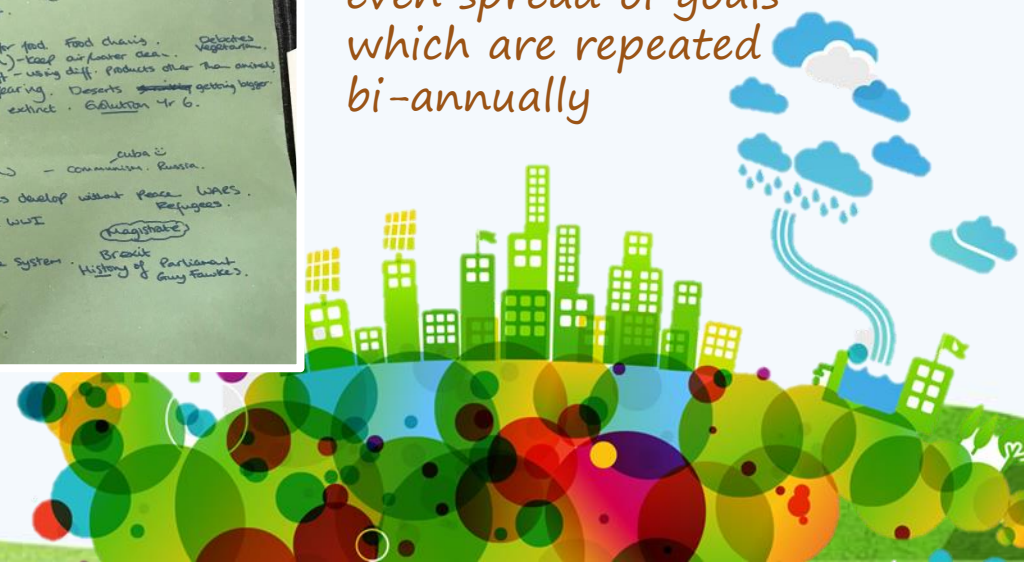
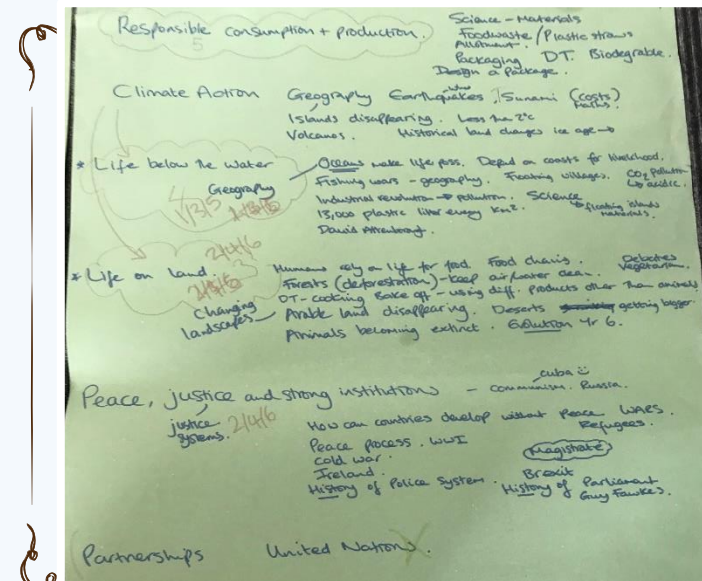
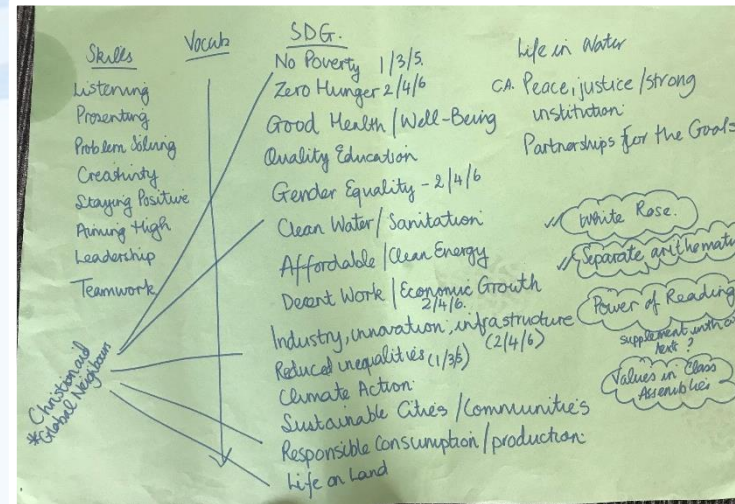
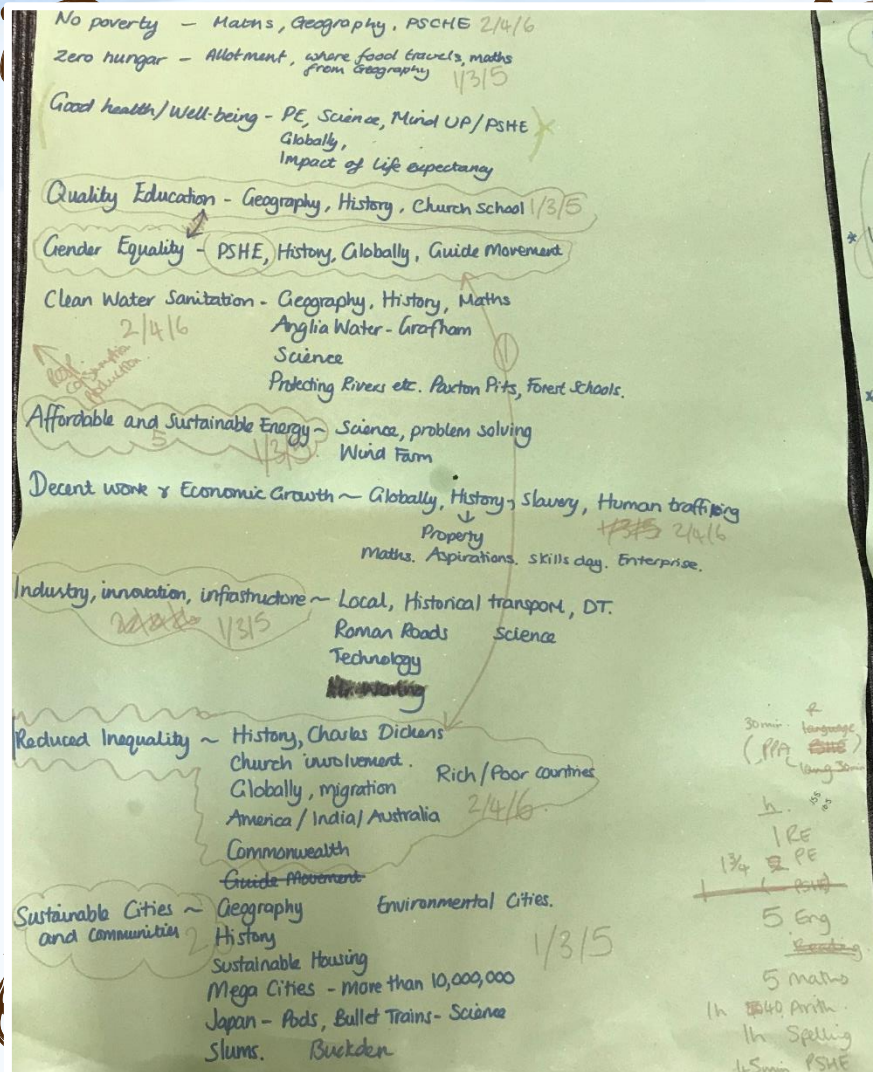




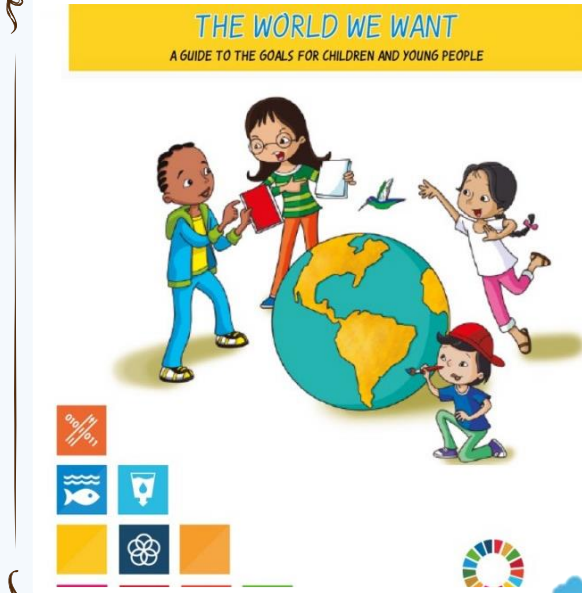
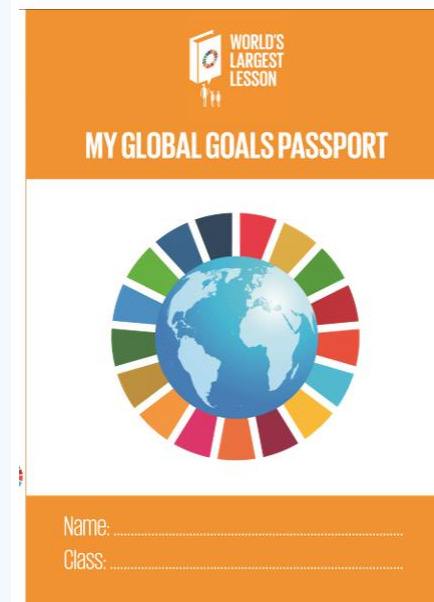
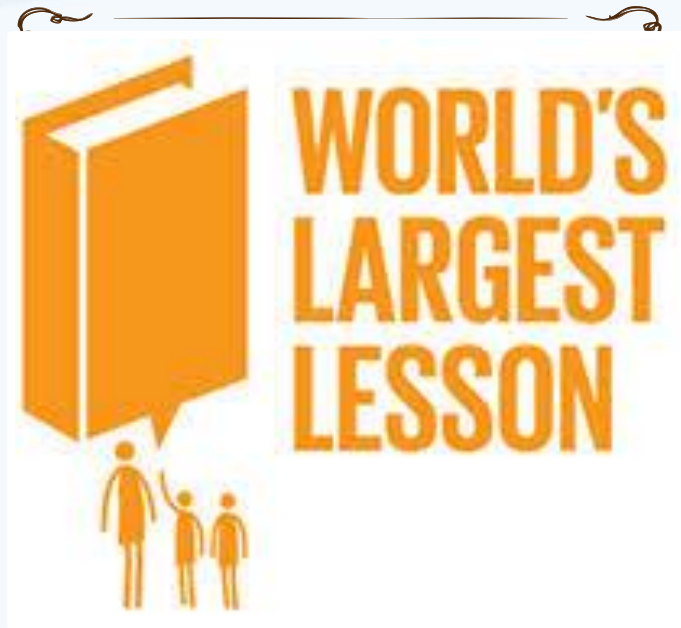
Planning & Brainstorming

Basic planning format of what subjects went into what themes.

Considered which year groups should do which goals so that there was an even spread of goals which are repeated bi-annually



Resources – how to plan and what we did



Resources



WE made links with Skills Builder partnership with have a complete framework of progression of skills

Step	Learner Descriptor	Teacher Explanation
Step 0	I can listen to others for a short time.	Learners listen with enjoyment and respond appropriately to stories.
Step 1	I can listen to adults, follow instructions and tell you what I heard.	Learners can listen to an adult, such as a teacher or teaching assistant, and recall and follow simple instructions.
Step 2	I can listen to others and ask questions about what I heard.	Learners are able to listen to others and ask relevant questions based on what they heard.
Step 3	I can follow a conversation and tell somebody else what it was about.	Learners are able to listen to multiple speakers, retain the information and give a basic account.
Step 4	I can explain that there are different purposes to speech and how to identify them.	Learners are aware that there are different reasons why people communicate (e.g. to ask a question, give instructions, provide information or persuade) and identify some simple language features of each one.
Step 5	I can listen to extended talk and identify the key information I need.	Learners can listen to and respond to extended talk, identifying the key information they need and retain it.
Step 6	I can take part and respond in a group discussion.	Learners are able to follow and take part in a group discussion and express opinions when called upon.
Step 7	I can analyse how a speaker uses language and gesture to engage the audience.	Learners can analyse how a speaker engages an audience through language and gesture.
Step 8	I can analyse how a speaker adapts language for different purposes.	Learners can analyse how and why a speaker adapts their language to suit different purposes such as to persuade, entertain and instruct.
Step 9	I can analyse the tone, emphasis and status of the speaker and their effect.	Learners can recognise the tone, emphasis and status of a speaker and consider their effect.
Step 10	I can ask probing and relevant questions to check and build my understanding.	Learners are able to follow a speaker and create their own meanings, probing questions to check and deepen their own understanding.
Step 11	I can identify and analyse different points of views of speakers.	Learners can identify and analyse different points of views in a discussion and explain how they are different.
Step 12	I can identify underlying themes, implications and issues when listening.	Learners can identify themes, implications and issues in what being said.
Step 13	I can analyse bias when listening, through a speaker's language, omissions or ambiguity.	Learners can analyse bias through language, omission and ambiguity.

Resources

Step	Learner Descriptor	Teacher Explanation
Step 0	I can say why people might be happy or sad.	Learners can articulate basic emotions and understand that other people will have changing emotions too.
Step 1	I can say when things go wrong and why people can get angry or upset.	Learners can see that people might get angry or upset when things go wrong and see how this links to their own experiences.
Step 2	I can explain why giving up when something goes wrong does not help.	Learners can articulate why it is important to manage negative emotions when they face setbacks. They might not always be able to put this into practice.
Step 3	I try to stay calm when something goes wrong.	Learners can respond to setbacks calmly.
Step 4	I keep trying when something goes wrong, and think about what happened.	Learners can be seen to respond positively to setbacks but also try to understand why the problem occurred and overcome that.
Step 5	I keep trying when something goes wrong and help cheer other people up.	Learners continue to make an effort, even when they face setbacks, and can also cheer up their peers.
Step 6	I keep trying and encourage others to keep trying, even when things are difficult.	Learners keep trying and are effective in encouraging others to maintain their level of effort in the face of setbacks.
Step 7	I can look on the bright side in difficult situations and focus on that.	Learners can evaluate a situation to identify positive outcomes and focus on those rather than the negative side of a situation.
Step 8	I can explain the positive side of a difficult situation to others.	Learners can articulate a positive perspective to their peers and, while acknowledging challenges, explore them in a positive way.
Step 9	I can come up with ideas for changing difficult situations into positive opportunities.	Learners can actively seek ways to turn challenging or difficult situations into more positive ones.
Step 10	In difficult situations, I choose the best way to move forward instead of giving up.	Learners can evaluate the challenges in a situation and then choose to make progress in their tasks rather than giving up.
Step 11	I'm not afraid to take risks where I might make mistakes as I can say how I might learn from them.	Learners can confidently approach risks where they might make mistakes because they know and can explain that they will learn from them.
Step 12	I can assess and manage risks appropriately.	Learners can approach situations that involve risks, and assess those risks appropriately.
Step 13	I can effectively recognise and assess my own	Learners can recognise and assess their emotions and choose an



Voice 21 and the Oracy Framework

Based on the book 'Closing the Vocabulary Gap', as a school we considered the teaching of oracy in that happens in our school. We identified an Oracy lead and began work with Voice 21 and looked at developing Oracy opportunities in our school and to weave them through the curriculum.

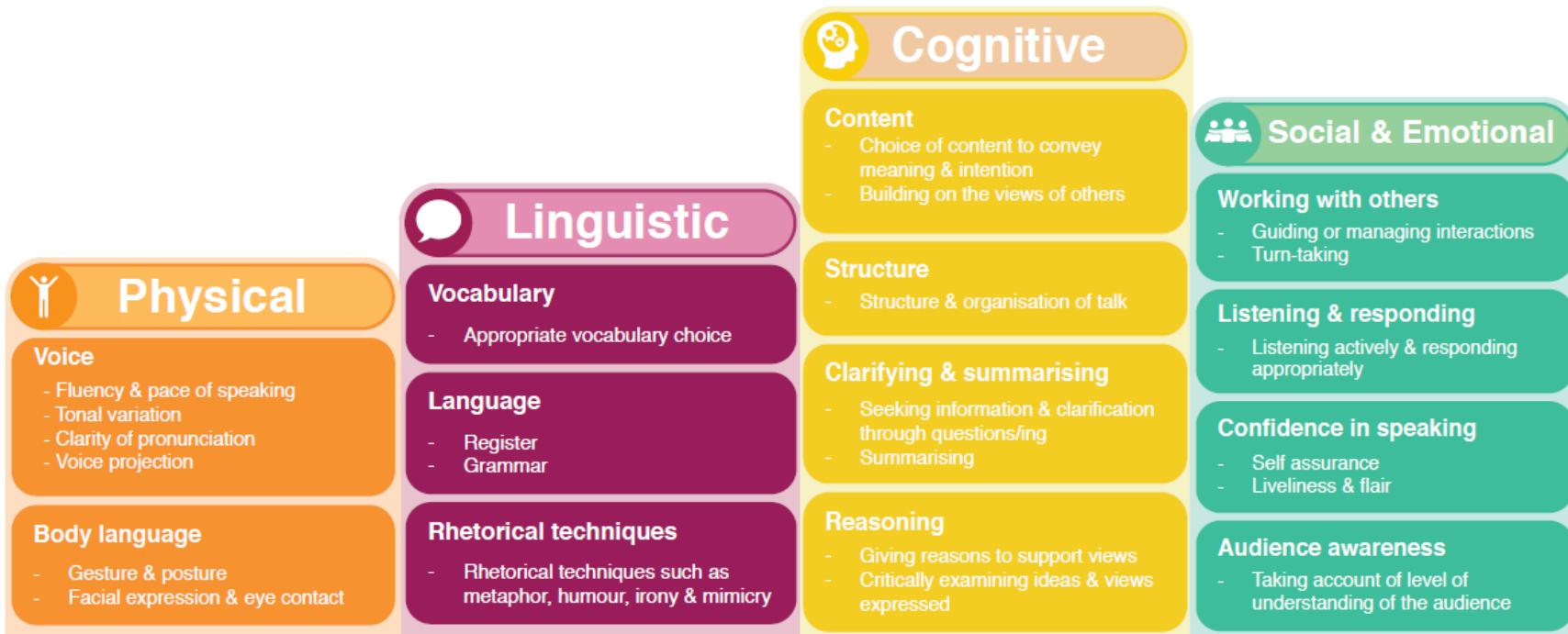


Our work with Voice 21



Oracy: The Four Strands

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Discussion Roles

Discussion roles help students to manage talk and encourage the development of certain speaking and listening skills.



Instigator



Starts the discussion or opens up a new topic for discussion

Will say:

I would like to start by saying ...
I think we should consider ...
We haven't yet talked about ...
Let's also think about ...

Prober



Digs deeper into the argument, asks for evidence or justification of ideas

Will say:

What do you think would be the effect of ...?
Why do you think ...?
Can you provide an example to support what you are saying?

Challenger



Gives reasons to disagree or presents an alternative argument

Will say:

I disagree with you because ...
You mentioned X but what about ...
To challenge you X, I think ...
I understand your point of view, but have you thought about ...?

Clarifier



Simplifies and makes things clearer by asking questions

Will say:

What do you mean when you say ...?
Can you explain a bit more about ...?
Does that mean ...?
Please can you clarify what you meant by ...?

Summariser



Identifies the main ideas from the discussion. This might be during the discussion, to help move the conversation forward, or at the end of the discussion.

Will say:

Overall, the main points were ...
The main ideas raised today were ...
Our discussion focused on ...
The three main things we talked about were ...

Builder



Develops, adds to or runs with an idea

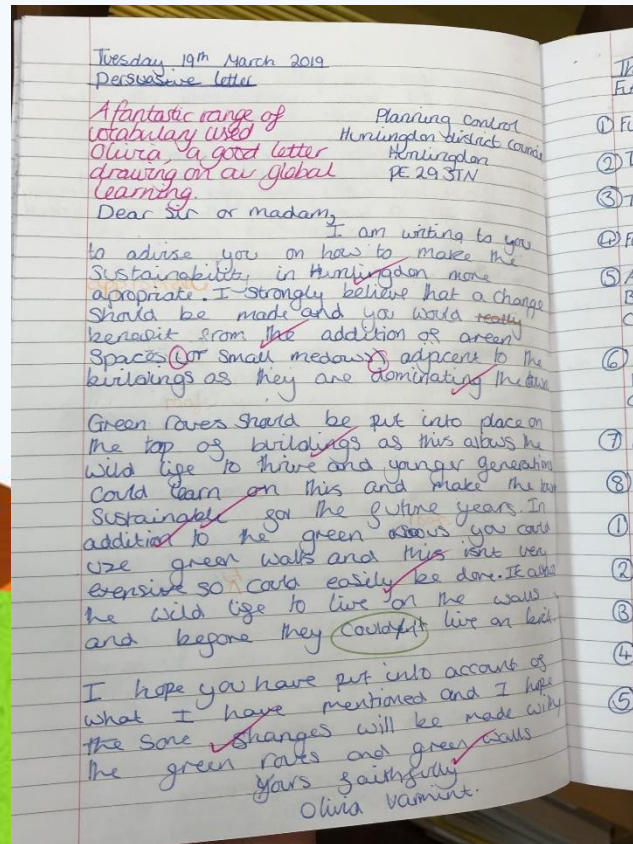
Will say:

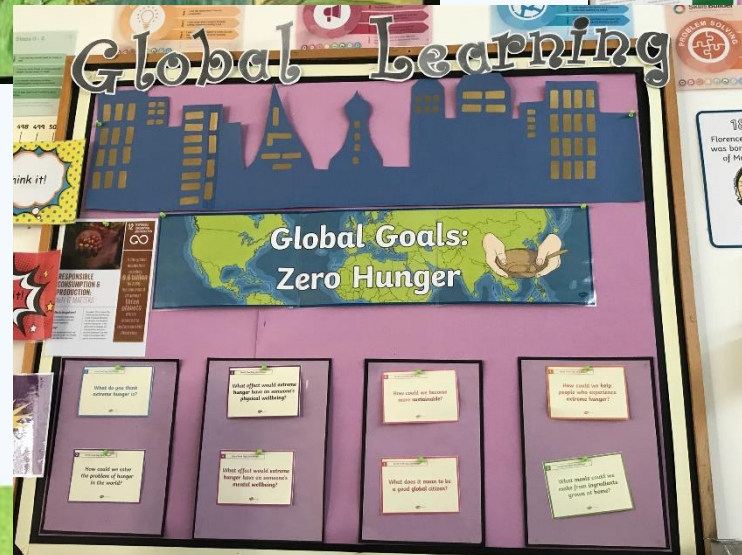
I agree, and would like to add...
Building on that idea, I think ...
Linking to what X said, I think...



In and around school so far

Examples of some of the work we are doing in and around school.

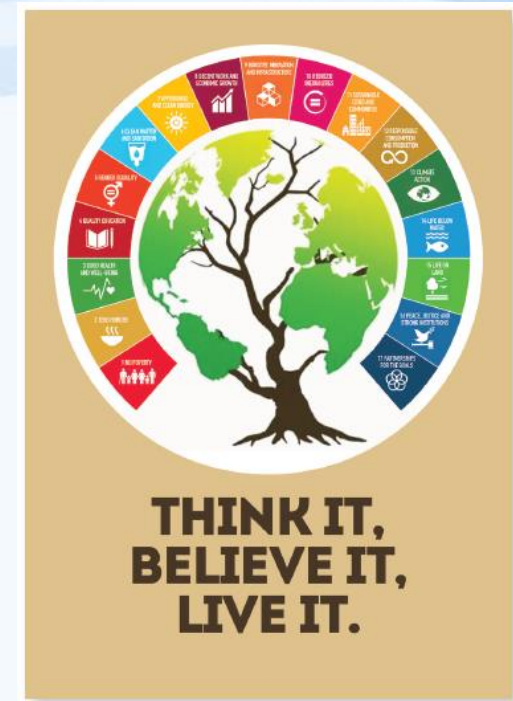




Where to next.....?

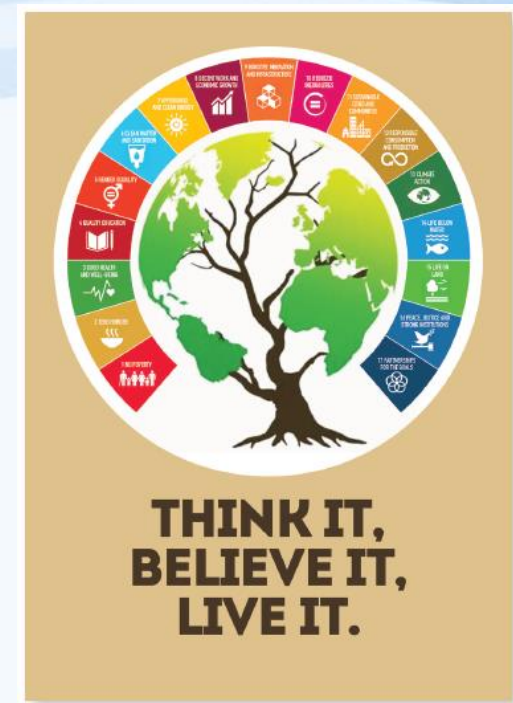
- Our learning is all mapped out with enquiry led learning.


Year Group	Global Learning Incorporating Sustainable & Life Skills Curriculum					
EYFS	Magical Me Quality Education Good Health and Well-Being	Let's Celebrate Reduce inequalities	Once Upon a time & Chinese New Year No Poverty	Super Heroes Sustainable Cities and Communities Peace Justice and Strong Institutions	Down at the Bottom of the Garden Life on the Land (include Climate Action) Responsible consumption and production	Around the World in 77 Days Sustainable Cities and Communities Partnerships for the goals
Year 1	How has Education Changed in Buckden? (Quality Education)	Why are roads important to Buckden? (Industry, Innovation and Infrastructure)	Could you sail to the sea from here? (Life Below Water (include Climate Action))	What was it like before Buckden Towers? (Sustainable Cities and Communities)	Where does our food come from? (Zero Hunger)	How can we learn from the past how to stop wasting food? (Responsible consumption and production /Affordable and sustainable energy)
Year 2	What if we lived in a world with no trees? (Life on the Land include Climate Action)	What would a peaceful community look like? (Peace Justice and Strong Institutions)	Do we need clean water? (Clean Water, Sanitation)	Are we all the same? (Reduced Inequalities)	What is poverty? (No Poverty)	How is important is the High Street in Buckden? (Decent Work and Economic Growth)
Year 3	What is a sustainable school? (Quality Education)	How much impact can one invention have? (Industry, Innovation and Infrastructure)	What impact do we have on the sea and what impact does It have on us? (Life Below Water include Climate action)	Does a sustainable city help the people? (Sustainable Cities and Communities)	What if we could not buy food? (Zero Hunger)	Is sustainability about giving things up? (Responsible consumption and production /Affordable and sustainable energy)
Year 4	Why is biodiversity important? (Life on the Land include Climate Action)	What would a peaceful country look like? (Peace Justice and Strong Institutions)	Is clean water always accessible? (Clean Water, Sanitation)	How does inequality affect someone's life? (Reduced Inequalities)	Is poverty increasing or decreasing? (No Poverty)	How does work affect the landscape? (Decent Work and Economic Growth)
Year 5	Does every child around the world value their education? (Quality Education)	Is all innovation good? (Industry, Innovation and Infrastructure)	How has global tourism affected the world's oceans? (Life below water)	Would it be more sustainable if we all lived in cities? (Sustainable Cities and Communities)	How as a nation can we address hunger across the world? (Zero Hunger)	What changes can we make to our lifestyles that will have a positive impact on our global footprint for the fashion industry? (Responsible consumption and production /Affordable and sustainable energy)
Year 6	Is the amazon the lungs of the word? (Life on the Land include Climate Action)	Which is more important peace or justice? (Peace Justice and Strong Institutions)	What human activity can happen without water? (Clean Water, Sanitation)	Does inequality affect someone's happiness? (Reduced Inequalities)	Does poverty only exist in developing countries? (No Poverty)	How can my future career contribute to a sustaibale world? (Decent Work and Economic Growth)



Where to next.....?

- Our Curriculum Intent Statement is written and is on the school website



				
VISION (INTENT) <i>(Think it. Believe it. Live it.)</i>				
Every child is loved by God and is educated for wisdom, aspiration and global citizenship to thrive in our community through a culture of dignity and respect. Their gifts, talents and wellness are cultivated with knowledge, skills and wisdom to live life purposefully in all its fullness: sadness, struggles, joys, celebrations so that the "children of this world are in their generation wiser than the children of light" (Luke, 16, 8)				
VALUES (INTENT) <i>(Think it. Believe it. Live it.)</i>				
Creativity Compassion	Resilience Thankfulness	Collaboration Kolozia - Community	Friendship Dignity	Forgiveness Wisdom Agape - Love Hope
Objectives (INTENT) - educating for sustainability in a progressive, student-centred way. We are focused on preparing young people to thrive in a changing world. Our carefully researched educational approach is designed to ignite a love for lifelong learning, a joyful, wondrous journey, and teach our students the skills we believe are required to thrive now and in the future.				
ACADEMIC	CHRISTIAN LIFE		WELLBEING	
Intent: to develop intellectual knowledge, skills, understanding & curiosity	Intent: to develop spirituality & faith (Think it. Believe it. Live it)		Intent: To develop physical, social and emotional health	
Specifically provide opportunity to: <ul style="list-style-type: none"> develop language and communication skills acquire fluency in mathematical concepts think critically, reason, evaluate and problem solve gain scientific knowledge; develop understanding about the uses and implication of science and technologies today and in the future be creative and perform to an audience, to change or create something new cultivate digital literacy utilise fine and gross motor skills be curious about the human and physical world around use understand significance of the past cultivate character, ambition and healthy competition understand the world and their role in changing the future confidence and independence to embrace a challenging, deep curriculum their ability to examine in detail information, to justify opinions by making judgements, assessing validity & quality of ideas 	Specifically provide opportunity to: <ul style="list-style-type: none"> be inspired by moments of awe and wonder think critically about their beliefs and actions consider Christian perspectives on life answer existential, or 'big' questions respond to God through worship seek solace and support from their faith respond creatively to their life experiences foster deep respect for others' beliefs to enable them to thrive and flourish, embracing both success and challenge, prepared for "Life in all its Fullness" (John 10:10) to gain understanding and knowledge and empathy to become confident, caring and active members of society "Love your neighbour as yourself" (Mark 12:31) 		Specifically provide opportunity to: <ul style="list-style-type: none"> feel safe and cared for become resilient develop high self esteem be physically and mentally healthy acquire optimistic outlook build positive relationships with themselves and others <u>and have</u> confidence to take small risks to be able to collaborate with others effectively overcome barriers to good health, care and education develop empathy and contribute as a global citizen Ensure our extra-curricular offer (lunchtimes and after school) is accessible to all, and responsive to children's needs, interests and aspirations 	
Strategies (IMPLEMENTATION)				
ACADEMIC	CHRISTIAN LIFE		WELLBEING	
Inclusivity irrespective of starting point is pivotal. Learning is organised in each year group and taught through topics driven by the Sustainable Development Goals which incorporate English, Mathematics and the wider curriculum. Teaching in English and Mathematics is guided by national frameworks whereas the 'Wider Curriculum' is based on learning about key concepts from a range of subject areas in depth including Oracy, Life skills and financial planning. Topics are guided by the SDGs and an enquiry question. These are carefully chosen to ensure that we both engage and provide children with opportunities to overcome local barriers. Details of our topics can be found on 'Curriculum Vision and Plans' page and within individual class pages. Academic learning is assessed against school, through AFL and national assessment frameworks; children's progress against these will be shared with parents during parent interview evenings. The school's performance compared nationally through SATS. Staff CPD is a crucial for all subject to ensure the quality provision needed and the curriculum design and progression is achieved.	This is through: Church visits; visits from our local priests; prayer fish; classroom prayer spaces; Christian symbols (i.e. school candle, vision and values displays); worship including prayer, reflection, music and bible stories; community involvement in worship and facilitating a pupil led worship group. To guide our RE teaching, we follow 'Understanding Christianity' as the framework to teach RE. We also teach about other faiths and traditions, including Hinduism, Judaism, Islam, Buddhism and Humanism. Collective Worship happens daily at school and termly at St Mary's and is a time when the school comes together to celebrate our spirituality. It is always Christian in nature, but may reference other faiths as we believe children need to develop understanding about different faiths and beliefs. We work hard to develop our charitable involvements guided by the SDG curriculum that we follow locally, nationally & internationally.		WELLBEING - This is delivered through many aspects of our school day, including: before & after school clubs, playtimes, lunchtime, behaviour policy, external visitors leading assemblies (i.e. NSPCC), cycling proficiency, SEND intervention provision, mental health provision (mind up, nurture groups, school dog), relationships and sex education, enrichment opportunities, EYF Framework for prime areas, pupil leadership groups (Sports Captains, School Council, House Captains, Wellbeing Ambassadors, Collective Worship Leaders), Buddy groups, PSHE, SMSC Framework and Online Safety lessons. We assess these aspects through monitoring children's mental and physical health. Children are part of the Local Authority's weighing and measuring programme in Foundation Stage and Y6. Children's mental and emotional health is assessed through their interactions with others, behaviour and engagement in learning activities. If children experience difficulties in these areas, it is addressed through our comprehensive support provision. Embed opportunities for the children to recognise, value and celebrate. Our pastoral support through Thrive and dedicated counselling puts well-being at the heart of our offer.]	
Outcomes - What will our children look like? (IMPACT)				
Resilient; Inquisitive; Reflective; Challenged; Aspirational; Confident; Creative; Content; Articulate; Compassionate; Proactive; Informed; Engaged; Generous; Self-sufficient; Kind; Respectful; Caring; Tolerant; Dependable; Thriving; Forgiving; Honest; Independent; Educationally qualified (to their potential); Vigilant; Self-aware; Global Citizen				

We still have a long way to go but it a journey we are sharing together.

Where to next.....?

- Our learning Organisers are being developed and written for the Goals. We are also working on subject specific bookmarks for pupils

SDG Learning Organiser – Year 2 Autumn 2 – “What would a peaceful community look like?”

Prior Learning (What we already know?):

We know rules are important in class.

We know the police are trusted adults.

We know what peace is from our collective worship assemblies.

New Learning:

1. To learn more about Christianity from Father David.
2. To continue to learn more about family units, different cultures, communities and traditions.
3. To express our own commitments, including working hard at sport (P.E) or music, caring for animals and the environment, loving their family or serving God through creative art.
4. To develop an understanding of legal systems (police force and courts) and models of democracy (voting in class and school).
5. To understand concepts of justice (fined for speeding), inclusion and peace (fighting is not OK) and their relationship to law.
6. To be able to understand definitions of justice (link to steps and behaviour management where a consequence is helpful and proportionate).
7. To begin to understand crime and punishment, comparing laws and punishments (speeding a course or a fine or points).
8. To understand climate justice – ensures climate change is viewed as political and ethical not natural.

New Global Development Skills:

1. To be able to use all senses to explore and find out about places, objects, beliefs, practices and forms of expression.
2. To be able to ask questions and reflect on feelings and experiences.
3. To be able to use imagination and curiosity to develop appreciation of and wonder at the world.
4. To contribute to discussions and debates.
5. To be able to connect with others who can help them in facilitating peace, justice, inclusion and strong institutions in their country.
6. To have confidence and respect for self and others.
7. To have appreciation of similarities and differences between people and places.
8. To have appreciation of multiculturalism.
9. Develop a sense of empathy towards others, and social tolerance.
10. To value co-operation. (with buddy teamwork)

Key Questions:

How do you feel when you see people being disrespectful of the planet?

How can we look after our planet?

Should there be a consequence when we do something wrong?

What does justice mean?

How does a judge keep us safe?

What rule might help us in the future?

Key Facts:

Consequences are proportionate to what goes wrong e.g. the first time somebody drives too fast you can go on a course to learn to do better.

A court is a place where arguments are settled.

A judge is in charge in a court.

A law is a rule that people must follow.

The courts and police enforce people following rules and punish people who break the law.

Climate justice ensures we take responsibility for climate change.

Key Resources:

<https://www.youtube.com/watch?v=3cOFFw1b8Y>

<https://worldatplayandlearning.globalgoals.org/resource/peace-justice/>

Can I do this?

Explain that all families are different and explain how that might be.

Explain how we are committed to a cause in a creative way.

Explain what might happen if we break a rule/law.


Explain how we are responsible for looking after our planet and explain what might happen if we don't.

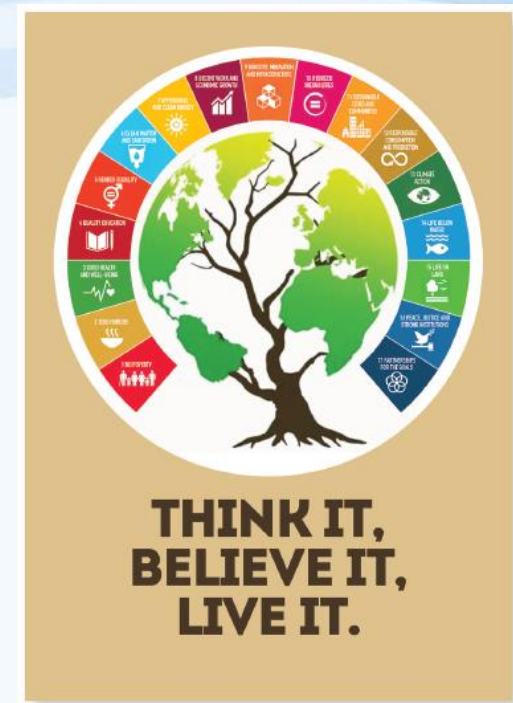
Write a new rule/law that might help us in the future.

Describe the people and the system that keep our community peaceful.

Vocabulary:

Police, court, justice, rule, consequence, punishment, co-operation, teamwork, respect, institution, empathy, feelings, climate justice.





We still have a long way to go but it a journey we are sharing together.

