



St Michael's VA Junior School

Curriculum Policy

At St Michael's VA Junior, we view the design of the curriculum as an evolving and continuously developing process. We have considered the needs of our community, our nation and wider so that we can plan a curriculum which enriches the statutory National Curriculum, makes use of educational research and takes into consideration our Church School heritage.

Statement of Curriculum Intent

Alongside offering a broad and balanced National Curriculum, we are developing an outward facing, aspirational curriculum and culture that will encourage children to keep safe, aim higher and challenge themselves to be the best they can be. We encourage children to demonstrate how they can use their personal gifts to contribute effectively to our community, be enterprising, develop positive relationships, support others, challenge injustice and achieve a sense of self-worth and identity.

We believe that it is through hard work and determination that success is achieved, through seizing opportunities that come your way and by developing a growth mindset or sense of resilience, that children can truly start to achieve their potential to enable choices in their lives. It is right to take risks in learning, identify opportunity and step out of the comfort zone to see what is possible.

We have developed key intentions that drive forward our curriculum.

Intention 1:

Academic

To develop the academic potential of our children from their starting points, we ensure that our curriculum promotes appropriate subject knowledge, content, skills and understanding. While ensuring that our children are successful readers, writers and mathematicians, the curriculum is also broad, enables deep learning and that their cultural capital is further enhanced by trips, visits and visitors into school and a wide and varied extra-curricular offer.

Intention 2:

Character

We recognise the fundamental interdependence of developing children's character and academic success. As a Church School, we have long held a belief that our role is to enable our pupils to flourish by developing positive personal virtues. We promote contribution and service to the school, community and their families. We cultivate and encourage an expansive range of moral, spiritual, intellectual, civic and performance character virtues.

Intention 3:

Behaviour

We foster positive, appropriate behaviours and habits for successful and fulfilling learning, for meaningful and respectful relationships and for making a positive contribution to our society. We expect respectful and safe behaviours inside and outside the classroom which enable our whole school community to learn well and life well together. We promote co-operation and consideration of others' feelings and views, especially when there is conflict. We recognise that many of our children struggle with their own mental health and well-being so we need to support with early identification and support. We believe that it is right to challenge injustice so encourage our children to be courageous advocates and stand up for what they believe.

Curriculum Implementation

Intention 1: To develop the academic potential of our children	
Curriculum implementation	Purpose and Research
<p>National Curriculum Programmes of Study All subjects within the National Curriculum at KS2 are planned for and covered in full.</p> <p>Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.</p>	<p>The school adheres to the statutory content of the National Curriculum to ensure that all children have access to the appropriate age-related knowledge and skills.</p> <p>We know that 55.7% of residents of Bowthorpe aged 16+ have only a Level 2 or below qualification with 26% having no further qualifications at all. 57.4% of households in Bowthorpe consist of a lone parent family, not in employment. Therefore, we need to ensure that our children have the opportunity to high quality, broad education to improve their life chances.</p>
<p>Reading</p> <p>Reading is central to our curriculum. We provide a wide range of opportunities for reading to take place. We actively teach reading and reading skills through the RWI scheme (including the teaching of phonics) for those children working at the appropriate RWI level, and through the Reading Masters programme. So that children can access rich, quality books, and increasingly read for pleasure and with confidence, texts and books are chosen which add to children’s knowledge of a subject, widen their vocabulary and helps them to learn about people, places and events outside their own experience. We ensure that we have book corners in each classroom, a bright and attractive Library and displays which encourage children to read widely and books which are selected and planned around to enhance the curriculum links. Children are involved in the selection of books and texts and recommend favourite books to others. Book fairs take place regularly so that children can select and buy books for home. Authors in school motivate children to read books they might not be familiar with. Teachers read to their classes daily to widen the range of texts and language children are exposed to.</p>	<p>Research shows that:</p> <p>Children who read for pleasure have enhanced levels of text comprehension, an increased knowledge of grammar and show improvement in their writing.¹</p> <p>Children will develop positive attitudes to reading.²</p> <p>Even by the time a child reaches the age of 15, those who have been read to frequently at an early age can still remain well over half a year ahead of their peers who have not had that support.³</p> <p>Some children come from households where reading is not a high priority, so it falls to school to take the responsibility to ensure equity. Involving parents helps to ensure the culture of reading extends into the home.³</p> <p>Texts need to be carefully selected which enable the teaching of specific strategies to overcome barriers to comprehension.⁴</p> <p>The National Curriculum highlights the importance of reading: <i>“Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.”</i>⁵</p>
<p>Language and vocabulary</p> <p>The promotion of a language rich curriculum is essential as being word-poor at a young age can have far reaching negative consequences later in life. The promotion and use of a subject specific and rich cross curriculum vocabulary throughout the school is planned in all subjects. Teachers teach academic vocabulary explicitly and clearly, with coherent planning across the school.</p>	<p>Research shows that:</p> <p>“A restricted vocabulary as a young child goes on to correlate with factors in later life such as employment, pay, and even health and well-being as an adult.”⁶</p>
<p>Writing</p> <p>The writing process is carefully promoted and developed across the school and across the curriculum. Children are given a range of opportunities to write for a purpose in a range of</p>	<p>Research shows:</p> <p>Children need to be taught the writing process and underlying strategies. Over time children should take increasing</p>

¹ Twist, L., Sizmur, J., Borlett, S. and Lynn, L (2012), PIRLS 2011: Reading achievement in England, Slough, NFER.

² Clark, C. and Rumbold, K. (2006) Reading for Pleasure: a research overview. London: National Literacy Trust.

³ OECD (2011). PISA 2009 Results Executive Summary

⁴ Education Endowment Foundation (2017) Improving Literacy in Key Stage 2, London: Education Endowment Foundation.

⁵ National Curriculum in England, DFE 2014

⁶ Quigley, A. (2018) Closing the Vocabulary Gap, Routledge, Oxon.

<p>genres. We ensure that there is enough time to acquire the knowledge, content and skills that will add to the quality of the writing. The use of quality texts and the explicit teaching of academic or technical vocabulary enrich writing.</p>	<p>responsibility for selecting and using these strategies.⁷</p> <p>Children need to have a reason to write for. Our curriculum and other activities need to inspire purposeful writing – writing to describe, narrate, inform or persuade. The purpose and audience will influence the writing process.⁸</p> <p>The National Curriculum highlights the importance of writing: <i>“Pupils’ writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar.”</i>⁹</p>
<p>Maths Maths is a core subject and has high priority within our school curriculum. Through our proactive approach, we aim to develop a love of mathematics and create an atmosphere where all children strive to learn. To achieve this, we constantly review our practice to incorporate research and development in the field of maths teaching.</p> <p>Central to our approach are the concepts of fluency, reasoning and problem solving. Lessons are planned to enable children to:</p> <ul style="list-style-type: none"> - reason maths concepts and think confidently; applying their thinking to a range of different mathematical problems. - develop conceptual understanding and the ability to recall and apply mathematical knowledge rapidly and accurately. - reach their full potential through the provision of appropriate challenge. - enjoy maths ideas, concepts and problem solving; developing a love of mathematics. <p>Lessons are structured to provide children with scaffolding and challenge. We incorporate daily number work to develop fluency. Modelling of concepts is a central component of every lesson. We use ‘Concrete, Pictorial and Abstract’ approaches to structure learning and provide opportunities for children to make key mathematical connections.</p> <p>Long and medium-term planning is in place to give learning sequence and coverage of national curriculum objectives. Continuous assessment is used to inform teaching through identifying areas of strength and areas of development. Through our use of ongoing assessment of learning,</p>	<p>Research shows that: <i>“The most effective teachers ensured that students efficiently acquired, rehearsed, and connected knowledge.”</i> -Rosenshine B. in American Educator 2012</p> <p>We use high quality intervention early and systematically. We ensure that connections are made between the intervention and whole class instruction using explicit and systematic teaching. -EEF improving maths in KS2 and 3. Guidance Report.</p> <p>Lesson structures and intervention are designed to maximise learning and are guided by Rosenshines principles of instruction:</p> <ul style="list-style-type: none"> – Begin a lesson with a short review of previous learning. – Present new material in small steps with student practice after each step. – Ask a large number of questions and check the responses of all students. – Provide models. – Guide student practice. – Check for student understanding. – Obtain a high success rate. – Provide scaffolds for difficult tasks. – Require and monitor independent practice. – Engage students in weekly and monthly review.¹⁰ <p><i>‘Experience’</i> helps children to see deep structures and make connections so those experiences should be provided via lots of examples.¹¹</p> <p>Manipulatives and representations can be powerful tools to</p>

⁷ Graham, S., Bollinger, A., Booth Olson, C., D’Aoust, C., MacArthur, C., McCutchen, D. and Olinghouse, N. (2012) ‘Teaching elementary school students to be effective writers: A practice guide’ (NCEE 2012-4058), Washington DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

⁸ <https://educationendowmentfoundation.org.uk/our-work/projects/using-self-regulation-to-improve-writing>

⁹ National Curriculum in England, DFE 2014

¹⁰ Rosenshine, B. ‘Principles of Instruction’ in American Educator 2012

¹¹ Willingham, D. ‘Why Don’t Students Like school’ 2009

<p>interventions are put in place to address gaps and misconceptions in individual children’s learning.</p> <p>Marking and feedback strategies addresses misconceptions and provide further challenge with deepening understanding.</p> <p>Central to everything we do is our aim that all children will enjoy challenges and believe that their talents, and basic abilities can be increased or enhanced through hard work and dedicated effort. We celebrate mistakes – recognising these as a tool for developing metacognition.</p>	<p>engage with mathematical ideas when used purposefully and appropriately in order to have an impact.¹²</p> <p>We ensure that students learn where they are and where they need to be and how to move from one place to the next – growing and learning. This allows for teachers to communicate growth mindset messages through assessment for learning.¹³</p> <p><i>“My research on maths learners suggests that when students think they’re in class to learn – explore ideas and think freely – they understand more and achieve at a higher level than when they think the point is to get questions right.”¹⁴</i></p>
<p>Science</p> <p>We inspire and challenge our pupils to become independent thinkers, who use their knowledge of Science to develop their understanding of the constant changing world they live in. We ensure that our children can learn about how Science impacts upon and underpins much of our lives in today’s society, while practical activities should stimulate their curiosity and develop a clear understanding for the future. This is done through engaging Science lessons, practical experiments, visits, talks, and links with our local community. We firmly believe that Science should be a sector that our children aspire to work in and we have designed our curriculum to compliment this.</p>	<p>Maintaining Curiosity (2013), a report by Ofsted into the teaching of science, highlights <i>‘the importance of teaching science for understanding. For pupils to achieve well in science, they must not only acquire the necessary knowledge, but also understand its value, enjoy the experience of working scientifically, and sustain their interest in learning it.’</i> This is the foundation for how we have planned our science curriculum. Giving the subject a real-life context means that the children will see the relevance of the subject and sustain their interest. As part of this, it is our role to show that science is a viable career for our children to aspire to. What Shapes Children’s Science and Career Aspirations age 10-13? (2013) states that <i>‘children do not see scientist’ as a possible or desirable career,’</i> and <i>‘many pupils and parents see science qualifications as only leading to a narrow range of jobs.’</i> It is, therefore, imperative to educate our children that being good at, and enjoying science, can lead to a range of different careers and showing this through the work that we do with them.</p>
<p>RE</p> <p>We follow the Norfolk Agreed Syllabus (2019), built on an enquiry-based pedagogy. It advocates the scholarly study of religion and worldviews to support pupils’ religious literacy. Opportunities are provided for our pupils to develop knowledge and understanding of Christianity plus other religions and world views, to enable them to hold balanced and well-informed conversations about those religions and worldviews.</p> <p>Our curriculum supports children to develop their sense of identity and belonging and enables them to flourish both individually, as an important part of our community and as a member of the wider world. It enables children to study the theological and historical roots of religions and beliefs and the impact of those religions and beliefs on life today.</p> <p>Alongside the academic study, children develop curiosity, compassion, empathy, reflection, respect and the ability to think philosophically.</p>	<p>The Norfolk Agreed Syllabus 2019 establishes RE as a multi-disciplinary subject for the first time, ensuring a balance between Theology, Philosophy and Human and Social Sciences.</p> <p>The Norfolk Agreed Syllabus states “Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.”</p>
<p>French</p> <p>We believe it supports children to be outward facing and supports our values. We intend to give a language education that will foster our pupils’ curiosity and deepen their understanding of the world. They should be able to begin to express their ideas and thoughts in another language whilst understanding and responding to its speakers, both in speech and in writing. We intend to provide opportunities for them to communicate for practical purposes, learn new ways of</p>	<p>In the teaching of languages, the National Curriculum states, <i>“we can liberate our children from insularity and provide an opening to other cultures.”</i> p193</p> <p>We also appreciate the links between a modern language and learning English. The children benefit from studying word origins and links between the languages as well as making links with their home languages where appropriate.</p> <p>Research studies (including <i>Armstrong and Rogers 1997</i>) indicate</p>

¹² Carbonneau K.J., Marley S.C., & Selig J.P. 2013

¹³ Black P. and Wiliam D. in Boaler J. The Elephant in the Classroom 2009

¹⁴ Boaler J. Mathematical freedom article 2017

<p>thinking and read literature in the original language. We hope that, by learning a language, our children will be inspired to learn further languages in the future. We want to equip our children with the means, interest and confidence to widen their horizons and to encourage them to travel, study and work in other countries.</p>	<p>that studying a language improves a student’s cognitive ability by developing improved memory skills, creative thinking and problem-solving skills and it can lead to higher attainment in basic skills.</p>
<p>Geography We aim to inspire a curiosity about our world. We equip our children with knowledge of a range of places and geographical features whilst developing their learning of the Earth’s key physical and human processes. Lower school pupils focus on deepening their understanding of our own locality, Bowthorpe, where we have established strong links with a range of community members who visit our school to share fantastic personal insights into the varied human and physical geography of our area. As the children move through the school, they apply their geographical skills further afield to ever more diverse localities all around the world. Skills and knowledge are built on year-by-year through exciting, practical and engaging activities such as orienteering and fieldwork as well as transferable links to cross-curricular study. Our ambition is for our children to embed and nurture a love of the world around us, feel passionate about protecting it and to take steps towards exploring it for themselves one day.</p>	<p>The National Curriculum states that <i>“geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives”</i>.p184</p> <p>The curriculum should develop children’s locational knowledge and place knowledge and we know that we will need to provide additional cultural knowledge and experience to enable our pupils to fully appreciate the physical and human geography around the world.</p>
<p>History At St Michaels, our History curriculum is designed to ignite children’s curiosity about the past. Alongside historical knowledge there is a strong emphasis on the development of specific historical skills such as understanding of chronology, interpretations of evidence, changes within a time and across time periods and cause and consequence. Our History curriculum is designed to equip pupils to ask questions about the past, analyse evidence, think critically, appreciate different perspectives and develop informed judgements. Our History curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring themes. History is planned to inspire, engage and challenge pupils in response to their needs. Children are given a wide variety of experiences both in the classroom and out. We encourage school visits and visitors into school to enable the children to gain first hand experiences to support their learning.</p>	<p>The National Curriculum states ‘A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past.’ P188</p> <p>When we teach children a sense of chronology, they develop a sense of identity and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people’s cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. When we teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem solving.</p>
<p>Computing Our aim is to equip our children with the skills to use computational thinking and creativity to understand and change their world. We aim to deliver a curriculum which enables our children to become digitally literate at a level suitable for the future workplace and as active participants in an increasingly digital society. We cannot ignore the impact which social media and online gaming have on the lives of children and their families. As such we aim to teach children appropriate behaviours and critical thinking which will enable them to be both safe and discerning when using the internet and related technologies, both in and outside of the school environment</p>	<p>The Ofcom ‘Children and Parents: Media Use and Attitudes’ report from 2022 stated that nearly all children went online during 2021 (over 99%) and 72% of children used smart phones. It also stated that 95% of children aged 3-17 used video sharing platforms such as YouTube or TikTok. These statistics and our experience of children within our school, show that quality online safety education needs to be an integral part of our computing curriculum. This has become even more pertinent since the pandemic as our children experienced a sharp increase in both access and time spent online. Computer literacy is becoming increasingly relevant to our children in the society which they will become part of. An article in the Guardian suggests that as many as 800 million jobs are predicted to be lost to AI powered programmes by 2030. Consequently, skills which could equip our children to pursue a career in coding these programmes are increasingly worthwhile.</p>
<p>PE We aim to provide a high-quality PE curriculum (using the ‘Get Set 4 PE’ program of study) which will develop physical literacy</p>	<p>The National Curriculum states that, <i>“A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It</i></p>

<p>and will allow pupils to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. It will also contribute to the development of a range of important cognitive skills such as decision making and analysis, and social skills such as teamwork and communication. Our PE curriculum will be inclusive and ensure that pupils of all abilities access the range of activities we offer and that they are physically active for sustained periods of time (as per the Chief Medical Officer guidelines) in order to encourage them to lead healthy, active lives. As many children as possible will be given the opportunity to compete in a variety of competitions, during school time or by representing the school at local events. We also appreciate the lack of opportunity for families to partake in swimming and recognise that our intention of achieving swimming competence by the end of year 6 supports a fundamental life skill that children may not otherwise achieve.</p>	<p><i>should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.”p198</i></p> <p>The National Curriculum clearly states the importance of swimming confidence and safe water rescue.(NC p200)</p>
<p>Music We use the Charanga program of learning through the Norfolk Music Hub, providing opportunities for our children to engage and be inspired to develop a love of music as musicians. Our curriculum supports children to increase their self-confidence, creativity and sense of achievement. Children develop critical engagement with music, allowing them to compose, and to differentiate between different genres, styles and the works of great composers.</p>	<p>In a recent Ofsted report¹⁵ it states that ‘Where provision was most effective, schools ensured that good progress in singing was underpinned by regular, ongoing vocal work in the classroom as well as in assemblies.’ This backs up our work in whole school worship and the singing work involved in the Charanga program.</p> <p>The National curriculum for Key Stage 2 tells us ‘pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.’</p> <p>When we teach the children we want everyone to be able to access the subject as music is a universal language that embodies one of the highest forms of creativity. By looking at musical influences from the past and different cultures, the children can see the journey musical composition has been on and use their own creativity to decide where the future of music can take us.</p>
<p>Art A dynamic and inclusive art curriculum has the ability to engage, inspire and challenge pupils, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art as well as reshape their approach to every area of the curriculum. We believe that by fostering a culture of creativity we can enhance cultural understanding and promote imaginative risk taking to respond to our material, emotional, social and virtual worlds. We hope that children will demonstrate a clear progression of skills, a diverse knowledge of great modern and historic artists and an ability to critique and evaluate.</p>	<p>‘If there are no wrong answers when it comes to ideas in arts, then you have to be right, and being right is good for you. Especially when you are a small, non-powerful person’¹⁶</p> <p>Research shows that structured art activities can increase attainment across the curriculum, particularly cognitive abilities which can increase by 17%.¹⁷ Students in low income families who take part in arts activities in school are three times more likely to get a degree.¹⁸</p> <p>The national curriculum highlights the importance of a diverse art curriculum: <i>They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</i></p>
<p>DT Through design and technology, we aim to develop creative, technical, and practical expertise that can be used in everyday tasks. We strive to help children to achieve in the increasingly</p>	<p>‘Design is a funny word. Some people think design means how it looks.</p> <p>But of course, if you look deeper, it’s really how it works.’ Steve</p>

¹⁵ Music in schools: wider still, and wider March 2012, No. 110158 Ofsted publication

¹⁶ Kenyon, G (2019) The Arts in Primary Education: Breathing life, colour and culture into the curriculum. Bloomsbury Education.

¹² Kenyon, G (2019) The Arts in Primary Education: Breathing life, colour and culture into the curriculum. Bloomsbury Education.

¹⁸ Cultural Learning Alliance (CLA) (2017) *Imagine Nation: The value of Cultural Learning.*

<p>technological world. We intend for children to use what they learn and practise in personal ambitions, as well as those of our community and the wider world. Children work through a process; research, practise, design, plan, make and evaluate. Our design and technology curriculum also allows children to apply the principles of nutrition and food preparation, they can apply this learning in their lives outside of school. Where possible, cross-curricular links are made to further enhance and embed learning.</p>	<p>Jobs</p> <p>The National Curriculum states that ‘high quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of our nation’. It also mentions children being able to solve real and relevant problems, an important life skill. Furthermore that ‘pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens’.</p>
<p>Extra-curricular It is our intention to offer a curriculum which teaches knowledge and cultural capital which promotes children’s life chances. We promote values or virtues which will highlight how to live life well and to the full, we offer a wide range of extra-curricular sporting, art, outdoor and academic activities which will help children develop new interests or extend existing ones, we have a range of local links and we plan trips and visits to widen children’s horizons. We are also part of the local schools’ sports partnership so that we can participate in inter-school sporting competitions, tournaments and activities.</p>	<p>By offering and promoting a wide range of experiences and activities that children may not otherwise have the opportunity to do, this increases cultural capital. We have found that children still talk about and write about school experiences and trips, such as the whole school trip to Lion King in London, from years previous.</p> <p>We aim to offer after school activities, such as fencing, that children might not otherwise try in order to broaden horizons. An enterprising curriculum and awareness of the world of work features high in our curriculum as Norwich is an area of poor social mobility (323/324 lowest wards in the country for social mobility) and this may also impact on children’s aspirations and awareness of careers.</p>

Intention 2: To enable our pupils to flourish by developing positive personal virtues	
Curriculum implementation	Purpose and Research
<p>We ensure that our school community shares our aims by explicitly teaching around our core values of:</p> <ul style="list-style-type: none"> - <i>Respect</i> - <i>Perseverance</i> - <i>Trust</i> - <i>Hope</i> - <i>Success</i> <p>Each of these values/virtues are expanded upon to help children appreciate how they can demonstrate these on a day to day basis. Collective Worship and assemblies are based around these values, and classroom practice explores these further. We are a Church of England school and value our Christian heritage, whilst also valuing and exploring other faiths.</p> <p>We promote the value of service to others, personal contribution and giving back.</p> <p>Some examples of the roles children take on:</p> <p>Peer mediators –trained in restorative conversations to support conflict resolution for other children.</p> <p>Maths mentors –regularly meet younger children to teach them maths concepts.</p> <p>Reading champions –hear younger children read and talk about their books with them.</p> <p>Digital leaders –support others with organising the technology, setting up and training others where appropriate.</p> <p>Librarians – trained in sorting books and tidying</p> <p>Assembly helpers – help to operate the technology and set the Collective Worship scene.</p> <p>KS2 Young Leaders Award – Year 4 take part in this volunteering award.</p>	<p>The Church of England Vision for Education: Deeply Christian, Serving the Common Good (2016) sees physical and intellectual development united with spiritual, moral, social and cultural development and that it is vital to educate for the “whole person”.</p> <p>Ofsted recognise the importance of schools’ provision for character education through its inclusion in the new judgement on Personal Development in the Inspection Framework.</p> <p>The DfE acknowledges that SMSC development contributes to well-rounded and well-educated young adults and explores this further in Character Education Framework Guidance, (Nov 2019) DfE</p> <p>Mary Myatt¹⁹ values the power of discretionary effort and promotes schools allowing children the space and opportunity to show what they can do.</p> <p>The Archbishop of York Youth Trust has set up the Young Leaders Award to promote service and volunteering in young people. The aim is to equip young people in leadership skills, develop key life skills and “be the change they want to see”.</p>

¹⁹ Myatt, M. (2016) Hopeful Schools: building humane communities. Mary Myatt Learning Limited.

Intention 3: To foster positive, appropriate behaviours and habits.

Curriculum implementation	Purpose and Research
<p>Behaviours for learning</p> <p>Through our RSHE curriculum, our whole class THRIVE activities and Circle Times, we promote positive attitudes to school which will promote effective learning. We encourage resilience and positive growth mindset. We actively teach how mistakes can help move learning forward. Children are praised for their hard work, effort, challenging themselves and demonstrating skills for good learning.</p>	<p>Carol Dweck’s research on ‘growth mindset’—the theory that intelligence is not a fixed characteristic but can instead be increased through effort—suggests that teaching students to have this mindset can motivate children not only to improve academically but also to behave better.²⁰ Carol Dweck reinforces the need for teachers to possess a growth mindset to support children’s sense of resilience and “can do” attitude. Our behaviour system is based on Paul Dix (When the Adults Change, Everything Changes: Seismic shifts in school behaviour) – we recognise wanted behaviours and aim to respond constructively to unwanted behaviours.</p>
<p>Behaviours for positive, respectful relationships:</p> <p>Restorative approaches</p> <p>We teach children restorative approaches to conflict resolution and promote this culture throughout the school. All staff are trained in using RA, Circles are formed to support repairing harm and conflict. RA underpins our behaviour and Relationship Policy and practice. Our trained peer mediators support other pupils.</p> <p>RSHE</p> <p>We have revised our Relationships, Sex and Health Education Curriculum and are implementing the new guidance dedicating weekly sessions to fully explore issues and develop understanding of positive relationships. As a THRIVE School, we also actively teach to the identified social and emotional needs of the children in each class on a weekly basis following assessment.</p> <p>Keeping safe</p> <p>We have a wide-reaching programme to teach strategies for keeping safe in a range of situations. We make use of the police, fire service, e-safety organisations, County Lines speakers and other appropriate external organisations. This is an important part of the schools’ work following analysis of risks to our community.</p> <p>Pupil Well-being and Mental Health</p> <p>Our whole school programme, Thrive, supports our children’s understanding of their own mental well-being, sense of identity and place in the world. In addition to this universal provision, we also provide a strong pastoral team to support individual needs. Year 6 children take part in a term of life skills sessions.</p>	<p>We know that we need to actively teach our pupils about developing positive, safe behaviours because:</p> <ul style="list-style-type: none"> - Analysed data from the school’s safeguarding information reveals that domestic violence is one of the main reasons for referral to the Pastoral Team. - Anti-social behaviour and public order offences make up over a quarter of crimes in the Bowthorpe postcode. - Local crime data reveals that violent crime for the NR5 postcode is 85% higher than the average for England and Wales and accounts for 34.6% of all crimes in the postcode area. The crime rate for this area is up by 10.3% on last year. <p>We know that we need to actively teach our pupils about looking after their mental health and well-being because:</p> <ul style="list-style-type: none"> - 85.7% of residents in the Bowthorpe ward rank in the top 2 most deprived deciles of the Health Deprivation and Disability Domain which measures the risk of premature death and the impairment of quality of life through poor physical and mental health. - 55% of young people always or often feel anxious and 65% of young people often or always feel stressed according to the Prince’s Trust Youth Index 2019 - Research by The Centre for Social Justice²¹ and by Farrell and Gray provides evidence that the cultural and social fragmentation which characterizes our nation can be attributed to family breakdown and in particular, fatherlessness.²² 94.8% of lone parent families in Bowthorpe are headed by a female. (National Office of Statistics 2011 census)
<p>Behaviours for making a life-long contribution.</p> <ul style="list-style-type: none"> - Courageous advocacy – news round, Archbishop of York Youth Trust Young Leaders Award - Ecologically aware – Eco-Council promoting small actions to make a big difference - Personal Responsibility – recognising that everyone has a responsibility for their own actions and have choices in how we respond and deal with situations in life. - Careers related learning – all children take part in World of Work sessions, raising aspirations workshops and enterprise activities. 	<p>We know that we need to promote service and courageous advocacy because:</p> <ul style="list-style-type: none"> - This enables our school community to develop a greater awareness of the challenges others face in life and the role that they can play as individual advocates to support causes and make a difference. -

²⁰ Dweck, Carol S. (2008) ‘Mindset: the new psychology of success’, New York: Ballantine Books.

²¹ The Centre for Social Justice, “Strengthening the Family and Tackling Family Breakdown: Fatherlessness, Dysfunction and Parental Separation/Divorce,” Policy Paper (London: The Centre for Social Justice, 2011).

²² W Farrell and J Gray, The Boy Crisis: Why Our Boys Are Struggling and What We Can Do About It (Dallas, TX: Benbella Books Inc, 2018)

Impact

Intention	Expected Impact	How will we know?
<p>Intention 1: <i>Academic</i></p> <p>To develop the academic potential of our children from their starting points, we ensure that our curriculum promotes appropriate subject knowledge, content, skills and understanding. The curriculum is broad, enables deep learning and is further enhanced by trips, visits and visitors into school and a wide and varied extra-curricular offer.</p>	<p>Children, including those with additional needs, will make good progress from their starting points.</p> <p>By using appropriate assessment strategies to inform our planning and teaching, children gain skills, knowledge and understanding across the curriculum, progressively building upon what they already know.</p> <p>The additional experiences that we offer, such as trips, visitors and extra-curricular activities are wide ranging and offer children experiences that they may not have been able to access otherwise.</p>	<p>Careful tracking of pupils' progress - Some of this will be based on the teacher's own ongoing assessments and on end of term assessment tests.</p> <p>Additional experiences add breadth to the learning and children's discussions, written work and increased levels of understanding should demonstrate this.</p>
<p>Intention 2: <i>Character</i></p> <p>We recognise the fundamental interdependence of developing children's character and academic success. As a Church School, we have long held a belief that our role is to enable our pupils to flourish by developing positive personal virtues. We promote contribution and service to the school, community and their families. We cultivate and encourage an expansive range of moral, spiritual, intellectual, civic and performance character virtues</p>	<p>Pupils will take on roles within the school that enable them to contribute to school life and the flourishing of themselves and others.</p> <p>They will recognise the school values and strive to live these out.</p> <p>They will appreciate the part they play in the school family and wider.</p>	<p>Children will recognise the value of service to others: they will be able to articulate at their own level how they develop personally, build habits of servant-hearted leadership and become agents of change.</p> <p>The school will be able to evidence a good range of activities, experiences and opportunities which will positively impact on character development.</p>
<p>Intention 3: <i>Behaviours</i></p> <p>We foster positive, appropriate behaviours and habits for successful and fulfilling learning, for meaningful and respectful relationships and for making a positive contribution to our society.</p> <p>We expect respectful and safe behaviours inside and outside the classroom which enable our whole school community to learn well and live well together.</p> <p>We promote co-operation and consideration of others' feelings and views, especially when there is conflict.</p> <p>We believe that it is right to challenge injustice so encourage our children to be courageous advocates.</p>	<p>Children will be able to recognise positive relationships and those that do not bring out the best in others, at an appropriate level.</p> <p>Children will be able to think about how their behaviour (both positive, wanted behaviours and negative, unwanted behaviours) impact on others. Pupils will be able to reflect on how disagreements can be overcome through restorative conversations.</p> <p>Pupils will take part in sessions which promote consideration of their personal safety and strategies to support them.</p> <p>Pupils will take part in activities and events which highlight where there is injustice so that they consider what is fair and right, as well as how to take appropriate actions.</p>	<p>Children's behaviour in and around school is at least good, demonstrating respect for others and their learning. For those children who struggle to regulate their own behaviour, we are able to see that there is improvement over time because of the school's actions.</p> <p>The school will be able to evidence a range of additional sessions, opportunities, visits and visitors into school which have promoted safer behaviours.</p>