Bollington St. John’s Church of England

Primary School



*Where talent grows*

Head Teacher: Mrs M. Walker

Head of Teaching, Learning and Assessment: Mrs E. Watson

*“Whatever you do, work at it with all your heart, as working for the Lord”****Colossians 3:23***

**Bollington St John’s Curriculum**

**Curriculum Intent**

Our ambitious, broad and balanced curriculum is designed to meet the needs of every pupil, allowing them to strive for excellence in everything they do.

At our school, we ensure our children are equipped to become lifelong learners, and that their curriculum is filled with faith, creativity, wonder and awe.

We embrace diversity through promoting respect and celebrating our role as global citizens. We use enquiry and challenge, allowing our pupils to become independent, questioning learners. We encourage children to make connections, apply and reason, communicate and become critical thinkers.

Through our global curriculum, we have created a curriculum that is comprehensive, coherent, thematic and creative. With a clear process of progression through specific learning goals for every subject, our curriculum is knowledge based with a focus on topic-related vocabulary. The curriculum is designed, through sequencing, to give the pupils to right knowledge in the right order, and to provide a greater depth of understanding for those who are capable.

We recognise that a caring, mindful and emotionally healthy environment allows happy, calm and confident learners to flourish and thrive.

The curriculum is rooted in the needs and context of our community and learners. The foundations of our curriculum are rooted in quality first hand experiences, designed to secure knowledge and skills by encouraging all our learners to achieve their full potential.

**Curriculum Implementation**

Topics are written to engage and stimulate the children’s interests, building on prior knowledge and embedding the children to make links and embed their learning into long-term memory. Except for EYFS, we work on a two-year cycle.

Teachers will:

* Ensure curriculum progression by revisiting previous learning, thereby consolidating knowledge and embedding it into deep memory. This process begins in the early years.
* Plan age-appropriate, differentiated learning to match the needs of each learner in our mixed-aged classroom, ensuring objectives for each year are challenging.
* Deliver adapted and successfully designed plans for pupils with SEND.
* Make use of quality texts throughout the curriculum as a tool to connect learning.
* Strive to develop a love of reading, recognising that reading is fundamental to achieving success across the curriculum.
* Use our cross-curricular curriculum as a means to make links between learning and develop sticky knowledge.
* Deliver the WhiteRose maths scheme of work, enhancing the learning with planned mathematical curricular links, to ensure pupils recognise mathematics as a life skill.
* Use entry points to hook the pupils in their learning.
* Provide opportunities for the children to practise skills.
* Use prior learning checks to gain an understanding of the pupils starting points to ensure progression.
* Use artefacts, texts, activities, visits, music, sport and the arts to bring topics alive.
* Provide memorable first hand experiences, including using visitors to enrich the curriculum.
* Ensure pupils participate in dramatic performances, sports, public speaking or musical concerts.
* Develop local, national and global multi-cultural awareness by embedding our Christian, Global and British Values across all learning.
* Provide meaningful use of locality, local context and school grounds to ensure our community is reflected in our learning experiences.
* Provide an opportunity to learn a musical instruments and play with the Hallé Orchestra through our association with Love Music Trust.

**Christian Values**

Our worships further enhance the Christian ethos of our school through modelling and teaching Christian values. Each half term, we focus on a core value. The children are involved in choosing these values each academic year. These values are:

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| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year A | Creation | Joy | Reverence | Forgiveness | Friendship | Thankfulness |
| Year B | Respect | Compassion | Trust | Endurance | Growth | Peace |

**Wellbeing**

Throughout their time at St John’s, we teach the children a range of strategies, building a personal toolkit, to support their wellbeing. This is alongside our work on PSHE and citizenship in our curriculum. We focus on different strategies in each class.

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| --- | --- | --- | --- |
| EYFS | Year 1/2 | Year3/4 | Year 5/6 |
| Worry bubbles | Simple relaxation techniques  Calming strategies | Guided visualisation  Work on positive and negative thoughts  Useful thinking strategies | Scale the importance of a situation compared to reaction  Conflict resolution  Transition  Dealing with stress techniques and coping strategies  Use of LGBT steps  Drug education visit |

**Global Days**

At St John’s, we believe that children will be better equipped for life beyond school if they are more globally aware. Across the academic year, we focus on specific global days. This is additional to our global curriculum. We aim to give the pupils the opportunity to embrace and reflect on their positions as global citizens.

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| --- | --- | --- | --- | --- | --- |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Sept-  International Day of Peace (SDG 16)  International Day of Democracy (SDG 5/ 10)  Oct- World Food Day- Harvest (SDG 2/7/12)  World Animal Day (SDG 15)  United Nations Day  (SDG 17) | Nov-  World Science Day of Peace and Development (SDG 7/9/16)  World Children’s Day (SDG 4)  COP begins (SDG 7/11/13)  Diwali  Dec- International Volunteer Day (SDG 3)  Hanukkah  Christmas | Jan-  Martin Luther King Jr Day (SDG 10)  International Day of Education (SDG 4/8)  Feb/March-  Children’s Mental Health Awareness Week (SDG 3/4)  Lent | Mar-  Fairtrade Fortnight (SDG 1/12)  World Book Day (SDG 4)  International Day of Forests (SDG 13/15)  International Day for the Elimination of Racial Discrimination (SDG 10)  World Water Day (SDG 6)  Ramadan  April-  International Golden Rule Day (SDG 17)  Easter/Passover | May-  World Migratory Bird Day (SDG 15)  International Day of Families (SDG 3)  World Day for Cultural Diversity (SDG 16) | June-  Gypsy, Roma and Traveller History Month (SDG 10)  World Oceans Day (SDG 14)  Refugee Week (SDG 16)  July-  Plastic Free July (SDG 12/13/14)  Dharma Day |

**Other Enrichment Experiences**

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| --- | --- | --- | --- | --- | --- |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| European Day of Languages  Reading Buddies  PCSO visit | PCSO visit Anti-Bullying Week  Christmas Plays/ Nativity | National Internet Safety Day  Young Voices | PCSO visit  Talent Show  Down Syndrome Day  Autism Awareness Day  World Book Day  Youth Parliament | PCSO visit  Transition  Residential  Sports’ Day | PCSO visit  Transition  Academies  Come Play with the Hallé  Leavers’ Assembly |

**Curriculum Impact**

The intended impact of our curriculum is that children build knowledge and make connections in their learning.

Our pupils become confident, articulate learners who know what they have achieved and what they need to do next to succeed.

To ensure our curriculum has impact we-

* Regularly review our curriculum through scrutiny of work, formal and informal lesson observations, subject leadership cycles, pupil voice and whole staff data meetings where progress is monitored and challenged where necessary.
* Assess knowledge and understanding daily to inform planning allowing for continued progress and opportunities to work at greater depth.
* Progress is monitored through our school data tracking system and end of year assessments (including statutory tests). We track carefully to ensure pupils are on track to reach the expectations of our curriculum.
* Report progress and attainment termly through parents’ evenings and an end of year written report. Where necessary, additional progress meetings are arranged.