



Pott Shrigley Church School

Shrigley Road, Pott Shrigley, Cheshire
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Headteacher: Ms Joanne Bromley

CURRICULUM INTENT

A statement of Intent supports the curriculum design. As a church school, we wholeheartedly subscribe to the ethos outlined in the Church of England's vision statement *Deeply Christian Serving the Common Good*. That document states quite simply that 'Good education must promote life in all its fullness.' It is about educating the whole person - physical and intellectual development united with spiritual, moral, social and cultural development. Our mission statement - *Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you Ephesians 4:32* - clearly defines our focus. Our specific school Christian Values are KOINONIA, COMPASSION and RESPECT. We teach the children how to live by these and other values by embedding them into every area of school life including how we ourselves plan to teach the children.

Our curriculum ensures coverage of the National Curriculum (Years 1-6) and Early Years Foundation Stage Curriculum (Reception Children). We intend to expose children to wide ranging beliefs, cultures and diverse experiences, giving them the opportunity and ability to empathize and reflect in accordance with British Values. They will understand the Christian Faith and how Christian Values can guide us in real life.

They will have the opportunity to

- recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.
- appreciate cultural influences; appreciate the role of Britain's parliamentary system;
- participate in culture opportunities; understand, accept, respect and celebrate diversity
- express their opinions on a range of different topics and issues and participate in meaningful discussions and debates
- use a range of social skills to participate in the local and church community and beyond;
- appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict
- lead certain aspects of school life such as worship and playtime games
- recognise and uphold equality

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Pott Shrigley prides itself on being a responsive and reflective school and we teach additional things that do not appear in the National Curriculum but which we believe are relevant to our pupils and meet a particular need at a given time. Consequently, this might change over time. Pupils have been involved in devising the curriculum content and their interests are incorporated into the plan. For example, the local area is rich in buildings reflecting the Industrial Revolution and there is a Victorian schoolroom nearby. Children expressed an interest in this and a study of the *Victorians* appears in the plan. If we consider children's preferences where possible, we are enabling them to fully engage in their learning and devise their own plan for moving forwards in knowledge and understanding. *The Repair Shop* is an ingenious and relevant way of incorporating Design and Technology. We wanted to make the skills and techniques relevant in a familiar way and make important links to these leading to futures and the possibility that there are careers in music, art and design as well as mathematics, science and other more visible professions.

We take learning behaviours into consideration and make plans to facilitate learning for all children to cater for their abilities and needs. Our curriculum map has a sound progression of learning and knowledge with a strong focus on outdoor learning through activities such as Forest School, archery and orienteering. Team work, problem solving, mindfulness and use of tools/equipment are just a few of the skills pupils gain from these activities. These are skills that will sit alongside academic skills to build confidence, enhance children's life chances and develop the whole person. By making the curriculum bespoke and holistic, we are confident that pupils will have an eagerness to learn and will be able to make links between different life experiences. Everything has an importance and we encourage pupils to take control of their own wellbeing alongside their learning, having the space to follow their own interests and talents, which are celebrated regularly.

IMPLEMENTATION

The unique nature of our small school with vertically grouped classes allows us to embrace a flexible and responsive approach. We strongly believe in equality for all pupils and therefore our approach to the curriculum is ambitious – ensuring that pupils with SEND and those who are disadvantaged apply what they know and can do with increasing fluency and

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therefore gain confidence in learning and thereby transcend any barriers to successful learning.

Our long term plan considers our mixed age classes which mean we teach using topic based learning, differentiating for age and ability accordingly to foster good progress. We ensure that links are made between units of work and previous learning; this is actually made easier when children are with the same member of staff over consecutive years and we use this to our advantage as a positive aspect of small school life.

Children will have the opportunity to:

- know goals and outcomes for their learning
- work together and persevere to solve problems and face challenges
- experience meaningful and progressive learning both inside and outside the classroom
- explore, develop and demonstrate their creativity
- reflect and evaluate their own and other's contributions
- develop a rich and deep subject knowledge and vocabulary
- know how to study

Staff will endeavour to further their own knowledge and understanding through continuous professional development and research based evidence from established institutions such as *The Education Endowment Fund*.

IMPACT

We believe that by focusing on the whole child and encompassing the many facets of their development in our curriculum, that we are instilling Christian values, a good work ethic, independence and mindfulness which will, in turn, promote a love of learning and academic excellence. By catering for their mental health and emotional well-being, we equip them to gain and retain knowledge and understanding alongside the development of subject specific skills.

Our curriculum will enable our children to be self-motivated, active and reflective learners with the ability to co-operate successfully in a resilient and resourceful way. We aim to equip them for lifelong learning and for them to be confident and effective communicators, making an effective contribution to society.

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