



POTT SHRIGLEY CHURCH SCHOOL CURRICULUM INTENT



*Be kind and compassionate to one another, forgiving each other,
just as in Christ, God forgave you.*

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* - clearly defines our focus and our chosen school Christian Values are KOINONIA, COMPASSION and RESPECT. We teach the children how to live by these values by embedding them not only into worship, but into every area of school life. We believe that by focusing on the whole child and encompassing the many facets of their development in our curriculum, and wider school life, 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. The impact a small church school can have is far-reaching and will stay with our children for the rest of their life.

RE

RE has a high profile in our school and is taught in line with the *Statement of Entitlement* from the Church of England:

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

[RE Statement of Entitlement for Church Schools.pdf \(churchofengland.org\)](http://www.churchofengland.org)

RE is taught weekly and referred to in other areas of learning and wider school life. We have a rolling three year programme of themes which teach RE through exploration of core concepts and enquiry. Christianity is the main religion we study, making up at least 50% of all teaching and learning using the resource *Understanding Christianity* <http://www.understandingchristianity.org.uk/>. We study and respect other world faiths and aim to broaden and enrich the children's knowledge and understanding of these. Children will have the opportunity to engage with people from different faith backgrounds and also have the opportunity to visit sacred spaces (church, synagogue, cathedral etc.).

LOTC - LEARNING OUTSIDE THE CLASSROOM

LOTC benefit the children's mental health and wellbeing in a variety of ways. This is not only about *what* we learn, but most importantly, *how* and *where* we learn. It is about improving young people's understanding, skills, values, personal and social development and can act as a vehicle to develop young people's capacity and motivation to learn. They are also more likely to remember and use these skills by actively engaging. Our forest schools activities cover some of the National Curriculum objectives in geography, sport and science. More importantly, together with our

climbing and yoga at substation, children develop practical skills in other areas which are not on the National Curriculum but will nevertheless deeply enhance their education and life skills. We consider that outdoor learning is a tool which also fulfils a number of strands on the **PSHE** curriculum, taught in line with our Christian values. We actively encourage the children to make links between what they learn outside, how we function in line with our Christian values and how these things help us to have good learning behaviours and attitude inside the classroom and hopefully in our futures.

In summary, learning outside the classroom can:

- Improve social mobility, giving children new and exciting experiences that inspire them to reach their true potential. These real world experiences raise aspirations, equipping young people with the skills they need to become active and responsible citizens and shape a fit and motivated workforce.
- Address educational inequality, re-motivating children who do not thrive in the traditional classroom environment, such as those from disadvantaged backgrounds or with Special Educational Needs. Young people who experience learning outside the classroom as a regular part of their school life benefit from increased self-esteem, and become more engaged in their education both inside and outside the classroom walls.
- Support improved standards back INSIDE the classroom, raising attainment, reducing truancy and improving discipline. Learning outside the classroom is known to contribute significantly to raising standards & improving pupils' personal, social & emotional development.

Due to the small size of our school and the fact that we have the use of a mini-bus, our sports activities are **potentially life changing because they are sustainable** for the school and also introduce the children to the idea that these activities are lifelong activities. Some of them have already started climbing out of school time as a direct result of our work with the *Substation*. One child in Year 6 was heard to mention to parents that she really needed to do yoga to help her feel better.

Variety of visits and trips encompassing RE, PSHE, Christian values, history, music, art and geography...

LOCAL STUDIES

Pott Shrigley is an area of outstanding natural beauty on the edge of the Peak District National Park. It would be foolish not to use this extraordinary environment as a vehicle for study but also as a thing worth studying in itself. We are constantly working on a rich scheme of work which incorporates history, geography, art and community work. We are mindful that the children need to progress in these areas and apply their skills and knowledge in different contexts and demonstrate flexibility in their learning. We also respond to local and national events in our learning and adapt the curriculum to fit with children's preferences where possible.

CURRICULUM SUBJECTS

Computing, Music, Art, DT, History, Geography, PE, MFL

Details of what to teach in these subjects are outlined in the national curriculum.

As stated above, how we teach these subjects will depend on the topic being taught and the skills required. We link all our work to our Christian values and aim to teach using a variety of settings (LOTC) to give the children rich and memorable experiences. We aim to engender a love of learning and research and to deepen knowledge and understanding by presenting information and developing skills in a variety of contexts. Progress is made through working with our vertically grouped classes rather than viewing it as a difficulty. Clear differentiation of tasks and expectations lie alongside the fostering of a helpful, reciprocal learning community where children work in groups to assist children younger or less able than themselves and younger children are exposed to (and quite often absorb) a higher level thinking than they might otherwise receive in a single age class. High ability children are regularly challenged and allowed to make suggestions for the path their learning could take. At all points in their school journey, we encourage positive attitudes to learning and aim to enrich the children's lives through the gaining of knowledge, skills and understanding that they will need for their futures.

Science

Science is taught in a thematic way because of our vertically grouped classes. The different areas and objectives of the National Curriculum are covered but perhaps not in the same sequence as laid out for each year group in the NC guidelines. We apply the same principle as for other subjects but naturally incorporate specific learning about scientific approaches – questioning, hypothesizing, observing, measuring, planning, predicting, recording and concluding. We engage the children in practical activities wherever possible and make use of ICT to enhance the children's learning. Progress is ensured through different expectations and effective differentiation of tasks where appropriate. Many areas of the science curriculum, especially materials and biology are enhanced by our work in Forest Schools.

DIVERSITY & SMSC

We recognise that diversity is an ongoing issue for us in terms of the mono ethnic culture. We have included plans to study other cultures and languages in our whole school topic programme and regularly purchase and borrow books about different types of families, children who wanted to dress differently and books from a variety of other cultures as a way of beginning to address this.

A diversity day is planned for every summer term (along the same lines as our Christian Values Days) with a carousel of activities exploring diversity in a positive way and including a range of visitors.

We also embrace local and national opportunities to celebrate different faiths and cultures, for example, Chinese New Year and Diwali. Our RE teaching encourages children to be broad minded and accepting of difference.