



## St Bartholomew's Curriculum Vision 2021- 2022

### **Our core purpose:**

*Believe, Achieve, Succeed*

### **Our Values:**

*Respect Perseverance Kindness*

### **At St Bartholomew's:**

- We are respectful to all and everything in our school community
- We persevere by not giving up when it is hard
- We act with kindness to change the world for the better

*'Do for others just what you want them to do for you.'* (Luke 6:31)

### **Our Vision**

With God as our guide we are committed to:

- Developing curiosity by opening our children's minds to a limitless world of possibilities
- Inspiring, challenging and supporting children to achieve and excel in a nurturing environment
- Building a community through faith, resilience, tolerance and harmony where each individual is valued and will thrive

Our children will journey through St Bartholomew's as kind, courageous, respectful and curious citizens, with their passion for learning ignited and with their self-belief and well-being nurtured. Every child will have the chance to shine and will leave us prepared for a limitless future of possibilities.

At St Bartholomew's Primary School our curriculum is broad and balanced and is ambitious for all; enabling all children to 'believe, achieve and succeed'. It is exciting, relevant and meaningful and responds to the needs of the individuals within our learning community, enabling them to shine academically and flourish spiritually, socially, emotionally, morally and culturally.

Permeating our curriculum are the core values of our school – Kindness, Respect and Perseverance together with the British Values of Individual Liberty, Mutual Respect, Democracy and the Rule of Law.

Our curriculum is designed to allow each one of our learners to:

- Achieve the best possible academic standards, whatever their ability
- Develop skills and personal qualities for lifelong learning, preparing children to make an active contribution to society
- Explore real world experiences, so that children can see the relevance their learning has in the real world
- Become mentally and emotionally happy and resilient citizens, ready for the challenges of the 21st Century.

Underpinning our 'curriculum design' are our key drivers. These shape our curriculum, bring about the aims and values of our school, and respond to the needs of the school community. Our curriculum drivers are: Kindness, Respect, Perseverance and these focus on developing each child holistically.

Our children have ambition and high aspirations for their futures. Each child's capacity to see possibilities in the world will be developed—their horizons broadened.

Our children are kind. They show empathy, tolerance and compassion and above all they have the integrity to make a positive contribution to the world around them.

Our children have healthy minds, showing they are growing into emotionally happy and resilient learners and they stay true to themselves, valuing their own identity.

Our children have a thirst for learning, both in school and beyond our gates. They are courageous and curious learners, well-educated citizens and they gain the knowledge, skills, understanding and vocabulary to empower them to contribute positively to society.

We have designed our curriculum with the following in mind:

**How children learn and remember** – we recognise that progress means knowing more and remembering more and so we want our children to know more and remember more as a result of their time with us.

**What our children need to succeed in life** – we want our learners to have the 'cultural capital' they need to make aspirational choices and experience success beyond their time at St Bartholomew's.

Our bespoke curriculum at St Bartholomew's, underpinned by current research, has been designed to take account of the statutory requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. (These have been used as the basis for the content and the expectations of our own curriculum). Our curriculum does also incorporate other experiences and opportunities which best meet the needs of the children in our school.

We have adopted a thematic approach to our curriculum and, where possible, we link subjects. To avoid tenuous links RE follows the Southwark Dioceses programme combined with Discovery RE. and maths follows the White Rose sequence of learning.

To engage and 'hook' the children in their learning experiences, every class will have an immersion day to launch the theme each term and to give the children both a memorable experience and to facilitate their curiosity. This will be further enhanced by visiting different places and welcoming visitors into school.

We want RHSE to lie at the heart of our curriculum, to closely meet the needs of our children. As a school, we follow a whole school progression of themes across the school, which are both taught explicitly and as part of the year group themes for that term. As part of our RHSE curriculum financial education is taught throughout all year groups based on the 'Lifesavers' programme. This is an innovative, values-based financial literacy programme that gives children the knowledge, skills and attitudes to manage their money wisely.

Our values based approach to financial education explores what it means to be wise, generous, just and thankful for our money recognising that attitudes are as important as knowledge and skills in shaping financial behaviour. Through the Lifesavers programme we run our own savings bank overseen by staff but run by year 6 pupils. The rationale for this is a whole community approach that involves parents, credit unions and others by helping children learn about money.

Quality texts are integral to our curriculum approach, as we recognise that fluency in reading enables children to have access to the full curriculum entitlement. We believe it is our role to ensure children leave us being able to articulate themselves clearly, and read and write confidently and effectively. A quality text is chosen to drive learning in English and as the basis for the teaching of our writing. We ensure, as far as possible, that the texts chosen as the driver for English link to the termly theme. During the term, children will experience narrative, poetry and non-fiction texts. As part of developing our core skills children will be read to each day.

We endeavour to ensure that children see a relevance and a purpose to their learning, so plan for learning to build towards a purposeful outcome at the end of the term. This is an opportunity for children to showcase their learning to a wider audience, for example through an exhibition to the school community, or through the publication of a class text or similar.

Central to all of the above, and to our curriculum design, is an expectation of well thought out quality first teaching and learning delivered by all staff. Teaching staff use our curriculum progression documents and planning format to ensure that learning is sequenced so that children build knowledge and skills over time – both building skills and knowledge within the year group curriculum, but also building on, and making connections with, prior knowledge from other years in school. Staff identify the 'sticky knowledge' that they want children to learn during the course of the theme and then ensure there are plenty of opportunities for the children to practice and apply this knowledge in a range of different contexts, so that they achieve deep, long term learning.

As a school staff we are currently developing our understanding of the evidence from cognitive science as to how children learn best and how learning 'sticks' in long term memory, and we are exploring how interleaving and longitudinal learning may further complement our current curriculum model.

Continuing Professional Development for all staff is a priority to ensure they have the skills and knowledge necessary to deliver the highest standards across the entire curriculum. Subject leaders have the necessary expertise to play a pivotal role in both the design and delivery of their subject area; ensuring a clear progression of both skills and knowledge across all year groups, underpinned by a robust assessment system. They can confidently articulate how learning is revisited and developed year on year, to ensure a real depth of learning across the school.

### **The Impact of our Curriculum:**

As a result of our well planned and implemented curriculum, we would expect the impact to be that:

- Our children show kindness, compassion, empathy and courage
- Our children demonstrate a passion and thirst for learning
- Our children achieve well – all making good progress from their starting points and achieving at least the expected standard across the entire curriculum by the end of Key Stage 2. They will have the knowledge, skills, understanding and vocabulary that empowers them as citizens in the 21st Century

- Our children have access to a wide and varied curriculum, enabling each of them to excel as individuals and be the best they can be
- Our children have high aspirations for the future and know that these can be realised with hard work and determination
- Our children are mentally and emotionally happy and resilient learners
- Our families work in partnership with us to ensure their child's journey at St Bartholomew's is a positive one and prepares them to contribute positively to the world in which they live