



Aspire Believe Achieve

Curriculum Statement



Curriculum Intent

Our curriculum framework ensures that all pupils access a broad and balanced, progressive, knowledge rich curriculum based around the requirements of all subjects of the National Curriculum and EYFS framework. Our curriculum framework intends to allow contextual barriers to learning to be overcome, ensuring that all children are able to fulfil their potential.

Our curriculum at Priestsic is designed specifically for our context and has bespoke curriculum drivers that will enable our children to achieve their potential. They are designed to:

Raise aspiration

Our curriculum aims to inspire our pupils (ASPIRATION) and offers them the opportunity to learn about all that the world has to offer them. We study significant people, both contemporary and from the past, to learn what can be achieved.

Celebrate diversity

The curriculum is the means by which we ensure that all our children get their fair share of the rich cultural heritage that they are entitled to. A strong curriculum empowers children with knowledge that will both nourish them and the society of which they are members (DIVERSITY). Our curriculum promotes diversity through the study and celebration of a wide range of cultures and people.

Improve vocabulary

We understand that, in order to know more, acquiring, using and understanding words is imperative to help unlock the path to becoming knowledge rich (VOCABULARY). Our curriculum includes high quality texts that are carefully selected to both engage and promote reading for pleasure and vocabulary acquisition. Throughout our curriculum we focus on the learning and understanding of carefully selected words with the intention of growing our pupils' vocabulary.

Promote health and wellbeing

Through our curriculum offer, our pupils will understand the importance of and learn how to lead healthy lifestyles – both with regard to their physical and mental wellbeing. (WELL-BEING)

Curriculum Implementation

Learning is designed to link concepts, ideas, skills and knowledge both vertically and horizontally. This enables learners to revisit, accumulate and build on their knowledge as they progress through school. We aim to make our pupils knowledge rich, knowing more and remembering more, as they move through school.

Key features of our curriculum implementation include:

- Our ethos is based around our Priestly Values of respect, resilience, responsibility, self-belief, independence and kindness. These values are embedded across our curriculum and, alongside assemblies, theme weeks, enrichment opportunities and our Talking Points curriculum, provide our children with a rich framework that promotes the values, attitudes and behaviours vital to living in a modern society.
- Many of our units of learning are based around a 'big question', with subsequent questions generated to challenge our pupils' thinking and deepen learning.
- We strive to provide high quality, first-hand experiences in and out of school and build visits and inspirational visitors into our curriculum. Where appropriate, these visitors are subsidised as we recognise the importance in widening our pupils' knowledge and improving cultural capital.
- Units of learning are underpinned by the study of high quality texts to ensure that pupils have a wide range of reading experiences and a sound knowledge of books and stories. Phonics teaching has a high priority in Foundation Stage and Year One. Throughout school, another key priority is developing vocabulary across the curriculum, both in everyday speech and in writing.
- We believe in supporting pupils' growing depth of knowledge and mastery of subject specific skills by providing a progression map across all subject areas. Both the key knowledge and skills are clearly mapped out to ensure a progressive and suitably challenging curriculum across all subjects. To support our pupils in their knowledge acquisition, we use knowledge organisers. These documents set out the core knowledge to be acquired by the end of a sequence of learning and also clearly set out the vocabulary to be studied. These are to be sent home and shared with parents to assist with home learning, therefore strengthening the link between home and school.
- We encourage parental involvement through our learning cafes, parents' reading mornings, class stories and 'stay and play' sessions. These provide opportunities to deepen our parents' understanding of our curriculum and promote the concept of parents as partners in education.
- Our teachers have good subject knowledge of the subjects they teach and will be encouraged to refine their knowledge and skills through attending training, sharing best practice and undertaking research. Subject leaders

will provide colleagues with effective support for planning, resourcing and teaching.

Ultimately, our school curriculum is the way in which we aim to fulfil our school vision and values – and the means to make learning irresistible for all our children.

Curriculum Impact

The intended impact of our curriculum framework is that:

- By the end of each year group, and ultimately by the end of each key stage, children are equipped with the knowledge and skills necessary for the next stage of their education. This is reflected in the results that are achieved at the end of Early Years Foundation Stage, Key Stage 1 and Key Stage 2.
- Our pupils demonstrate a thirst for learning and a desire to know more. They have a rich vocabulary which they use to understand and interpret the world around them.
- Our pupils are respectful, resilient, confident, individuals who act with morality and kindness. They are able to make and maintain positive relationships both now and in the future.
- Our pupils demonstrate aspirations for the future and know that these can be realised by hard work and determination.
- Our pupils reach their potential and grow up being able to lead fulfilling, healthy lifestyles. They show respect for and make a positive contribution to the world in which they live.