



# **St. Anne's CE Primary and Nursery School**

## **Statement of Intent and Curriculum Policy**

**Reviewed and updated  
September 2021 (Mrs. L. Sixsmith)**

# Minds to learn, hearts to care.



Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment.

And the second is like it: "Love your neighbour as yourself." *Matthew 22:37-39*



*Our school vision is to be the best version of ourselves  
that God created us to be - with minds to learn and hearts to care.*

Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.



## Vision and Values

Our school vision is to be the best version of ourselves that God created us to be – with minds to learn and hearts to care.

**Who are we as a school? This is our deeply Christian vision which is firmly rooted in the bible.**

Jesus summed up his most important teaching by quoting the greatest commandment – love the Lord your God with all your heart, with all your soul with all your mind. And love your neighbour as yourself. (Matthew 22v37-39) At St Anne's our vision is for everyone who is part of our school community to live life to the full and to treat everyone with compassion and respect. This vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live. Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.

## Why are we here? These are our values

### Loving God with all of our heart

We want everyone at St Anne's to be the best version of themselves. We believe this is about everyone being authentic, open and honest. We are dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be 'the best we can be' to enable each child and adult to flourish and achieve.

## **Loving God with all our soul**

We want to nurture the spiritual life of everyone in our school family recognising *'Spirituality is like a bird; if you hold it too tightly, it chokes; if you hold it too loosely, it flies away. Fundamental to spirituality is the absence of force.'* Rabbi Hugo Gryn

To promote our Christian ethos and values through lively, intelligent and creative participation.

To provide an inviting, inclusive school environment where all members of the school community, of all faiths or none, are valued, respected and care for one another.

To encourage and develop links between the school, home, our parishes and the local, national and global community.

## **Loving God with all our mind**

To provide a high quality and nurturing learning environment.

To be dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

## **How then do we live? This shapes our school life.**

Daily collective worship is at the centre of school life and enables children to experience the diversity of Christian practice and tradition.

High quality, effective, academic religious education allows pupils and adults alike to flourish.

Throughout all our school life our Christian vision and values promote social and cultural development through the practice of forgiveness and reconciliation. They encourage good mental health and enable children and adults, whatever their background or ability, to flourish and live well together.

The vision is used to ensure our policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners. We describe all our activities in terms of how the vision and values inspire our whole school community, children and adults, to engage in social action and to be courageous advocates for change in their local, national and global communities Our Christian vision supports the character and moral development of all pupils and adults, giving them aspiration for themselves and hope for the communities of which they are a part. It fosters dignity and respect, enabling everyone to be the person God created them to be, to achieve the most they can, and to inspire hope for others in the local community and beyond.

## Statement of Curriculum Intent

As a church school, Christian faith is at the core of our work, setting the guidance for learning and ethos. Our vision 'Minds to Learn, Hearts to Care' and values which underpin it permeate all areas of school life, in line with the four strands of the Church of England's wider Vision for Education:

'Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth'.

Our curriculum encompasses all the planned activities that we as a school organise in order to promote learning, growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular enhancement opportunities designed to enrich the experiences for our children. High quality teaching, combined with a balanced, engaging curriculum in a safe, creative, stimulating environment, where content is relevant by making best use of our locality, invokes curiosity and secures a genuine thirst for learning. It also incorporates the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave as a result of our strong Christian vision, associated values and nurturing ethos. Our curriculum is underpinned by the support we offer pupils to live healthy and fulfilled lives, as wellbeing is vital to developing 'learning minds and caring hearts'. Emphasising spiritual and moral development, as well as intellectual and physical growth ensures that each is valued as unique. To this end, the curriculum is organised to promote inclusivity and co-operation between its members, respectful of themselves and others within school, the local community and the wider world. Children develop a strong sense of moral purpose as we nurture them on their journey to be open-minded, well-rounded, empathetic, individuals, who are mindful of other cultures, backgrounds and beliefs. To prepare for life in modern Britain, fundamental British Values are interwoven through the ethos and work of the school. Equally, to develop our children as courageous advocates for change and active global citizens, we provide them with an empowering curriculum where independence, resilience and critical thinking is supported. This gives them the confidence to grow into positive, responsible young adults who maximise their full potential and God-given talents by developing knowledge, skills and attitudes for lifelong learning. Thus, our curriculum 'diet' and the Christian values which underpin it lay foundations for the diverse world beyond through personal development for all, regardless of starting points. The St. Anne's community provides a holistic education, living out these values for the flourishing of its members, thereby raising achievement for everyone and allowing all to demonstrate our core Christian purpose- 'Minds to Learn, Hearts to Care'.

# Curriculum Policy

To fulfil the aims and objectives of the Curriculum Intent, our curriculum:

- is driven by an understanding and proactive response to the school's distinctive ethos as a Church of England Primary School and the culture and diversity of its population and community, embracing our vision statement of 'Minds to learn, Hearts to care'
- is based on a wholehearted commitment to putting faith and spiritual development at the heart of the curriculum and ensuring that a Christian ethos permeates the whole educational experience.
- is powered by a drive for excellence and effectiveness, so that every child can flourish in their potential as a child of God.
- is underpinned by SMSC in all areas and is supported by the 'learning to learn' attitudes to learning programme to promote independence and resilience.
- focuses on inspiring, motivating and engaging all learners with innovations to help meet challenging requirements.
- articulates the essential knowledge, understanding, skills, attitudes and attributes that we want our children to acquire for the future.
- ensures that pupils develop strong learning habits to find the areas that allow them to shine, whilst being keen to apply themselves to those which are more challenging.
- is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children.
- emphasises sequential and progressive learning, as careful attention is given to ensure that teaching builds upon prior knowledge to support pupils to both know more and remember more. It is in this development of the long-term memory that we can be sure that deeper learning has been successful.
- provides time for children to consider how best to learn and practise new skills so that they are well prepared for the next stage in their education.
- promotes flexibility and personalisation. Pupils help to shape the direction of topics, making them more memorable, engaging and relevant to needs by following interests and adapting planning to reflect the knowledge and skills they want to develop. Enthusiasm surrounds learning because children know, reflecting our Vision Statement, that their **minds** are at the **heart** of all that we do.
- is delivered through a wide repertoire of teaching and learning approaches, in particular metacognition to match strategies to needs. An agreed pedagogy for curriculum construction and design ensures children receive their curriculum entitlement in a way which is meaningful to their context, stage of learning, capabilities and interests and whole-school consistency is ensured.
- focuses on good learning behaviours, in particular resilience and independence, giving staff and pupils the language and knowledge of what it means to learn well and be personally successful, thereby raising self-worth.
- makes clear expectations of skills progression and how expectations relate to national standards and desired outcomes.
- is underpinned by internal assessment for termly cohort, group and individual analysis. Knowledge, skills and understanding broken into year groups facilitates more targeted planning and allows leaders to moderate, check progress against expectations, offer children meaningful feedback and engage them actively in the learning process.
- is evaluated rigorously and matched to need.

- whilst fulfilling the National Curriculum, is nevertheless 'broad and balanced' making provision for linkage in areas of learning and subjects where they add value, but without losing their discrete nature, to provide a connected range of experiences.
- uses an enquiry- based approach, with a book as a stimulus to link aspects of learning explicit to our children.
- has subjects are taught in half-termly and termly contexts for learning, within which key skills of communication, working with others, problem solving and improving your own learning and performance are developed.
- gives clarity about expectations in basic skills to apply English, mathematics, so that skill application opportunities across the curriculum are maximised.
- is underpinned by opportunities for children to evaluate, assess and reflect on their learning.
- places emphasis on developing oracy and vocabulary, a strong command of the spoken word and questioning to embed an enquiring mind and deep thinking.
- assesses prior learning and starting points alongside non-negotiables to secure maximum attainment at all levels
- is showcased in classrooms and specialist areas, with resources to provide interesting and experiences. Display boards in shared areas show progression and classroom displays reflect the 'Learning Journey', with reading corners ensuring high priority is given to this basic skill. Together, they celebrate and enhance delivery of the curriculum and exemplify current learning.
- is complemented by a range of outdoor learning experiences and a residential, allowing the pupils to develop important life skills such as resilience, teamwork and independence
- is designed to meet all needs and talents. To this end, the school employs specialist teachers in PE, ML, Outdoor Education and Music in order to provide teaching and learning opportunities of the highest calibre.
- is supplemented by Creative Grids and homework projects, where learners of all abilities are motivated to carry out individual research at home and parents are drawn into finding out more about the subject, because of the enthusiasm of their children
- is celebrated by a range of awards, including the **St. Anne's Recognition (STAR)** to recognise and acknowledge success.

#### **Extra-curricular:**

Our curriculum is built on an understanding of the child's personal development, providing a varied programme of experiences and promotion of out-of-hours learning through varied extra-curricular activities. Christian values lie at the core of a 'hidden curriculum' where each child, no matter what their ethnic or religious background, grows. Standards, outcomes and achievements – academic, social and extra-curricular – are driven by the nurture of staff and school leaders and monitored and evaluated by a committed governing body. The school allows pupils to flourish by offering new opportunities, particularly in diverse areas based on their own personal interest. To complement this proactive approach, we incorporate a range of expertise to enhance the learning experience. Close relationships with the wider community enable pupils to work with a variety of regular and one- off visitors who support staff and share their own knowledge. To ensure our pupils enjoy and engage with a range of experiences linked to their curriculum, we match them to curriculum content and skills via an Experience Map.

## EYFS

### Intent

Our Early Years Curriculum strives to offer our children a well-balanced, exciting and broad curriculum that provides excellent opportunities and experiences to help them on their journey to becoming a lifelong learner. We aim to develop emotionally literate children who can understand and articulate their feelings. We recognise that a language-rich environment, alongside thoughtful adult interactions, is crucial for young children to develop their communication and language skills, including expanding their vocabulary. We believe that our children are capable of great achievements and we develop this through having high expectations and promoting a strong sense of independence. Each academic year begins by liaising with preschool providers to explore children's unique needs and different starting points. From here, a flexible EYFS curriculum enables them to follow the path of their learning journey at a point that is suitable for their stage of development. Christian values underpin all aspects of our teaching and learning; the high aspirations and expectations of the EYFS team ensure that every child is given a firm foundation for 'learning minds and caring hearts'.

### Implementation

Our Curriculum is based on the new EYFS Framework, 'Development Matters', which is used to support planning and delivery. The EYFS Framework specifies the requirement for learning and development in the Early Years and provides the prime and specific areas of learning and the characteristics of effective learning which must be covered.

Prime Areas: Personal, Social and Emotional Development · Physical Development · Communication and Language development

Specific Areas · Literacy · Mathematics · Understanding the World · Expressive Arts and Design

Throughout all of these areas of learning and at the heart of the EYFS curriculum are the 'Characteristics of Effective Learning'. We strive to develop the key characteristics of 'Playing and Learning', 'Active Learning' and 'Thinking Critically' in order to give the children the skills that they will continue to draw upon throughout their time at our school. Our Early Years Curriculum develops children's knowledge, skills and understanding through a combination of both play-based learning and more focused teacher-led sessions. Pupils learn to share, work independently and play with others. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis and supports them to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving.

### Impact

Children demonstrate high levels of engagement in activities, developing their speaking and listening skills, enabling them to access more areas of the learning and communicate to both adults and children. They develop skills across all areas of the curriculum including literacy, mathematics and physical development, using these skills in different ways. Providing access to a wider sense of the world around them allows them to draw on these experiences during interactions with others and link this to new learning. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations by making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with adults, drawing on their experiences to improve or adjust what they are doing. Children leave our EYFS as well-rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens

## Years 1-6

The following National Curriculum subjects are taught: English, Maths, Science, RE, PE, Music, History, Geography, Computing, ML (Spanish), Art and Design, Design Technology, PSHE and RSHE

### English

We aim to provide a creative, exciting, enjoyable and purposeful English curriculum which engages the wide range of learners within our school community. We want to share with the children high quality, stimulating texts that have a rich vocabulary and will help them develop a love for reading which will continue throughout their learning journey and adult lives. We aim to ensure that all the children within our school are equipped with the necessary literacy skills to enable them to achieve their aspirations and have the confidence to use and apply them in all aspects of everyday life.

We support all of our pupils to be capable readers, writers, spellers and speakers, who can transfer their English skills to other subjects and who are prepared for the next steps in their learning. Therefore, we nurture them as articulate speakers and writers, who use a wide and purposeful vocabulary. We encourage them as readers, who select texts for purpose and pleasure, with books and reading at the heart of everything we do. Reading materials are built upon quality picture books, stimulating novels and non-fiction texts to support children on the journey from reading to writing. Within our timetable, we are committed to providing independent and/or supported reading time on a daily basis, alongside staff from Reception to Y6 reading to their classes daily, in order to model the use of intonation and expression when reading.

### Maths

We are committed to fostering an enthusiasm for maths. Children will have a secure recall of key mathematical facts and a fluent understanding of concrete calculation. Carefully planned opportunities enable connections to be developed between the maths we learn in school and their real-life application. Learning is enhanced by the exploration of mathematical concepts in a range of engaging, purposeful experiences; helping children to become fluent, determined mathematicians, who can confidently explain their understanding and solve problems. We embrace the mastery approach to the teaching and learning of Mathematics where children are taught to become competent and independent mathematicians. Mastering maths means acquiring a deep, long-term, secure and adaptable understanding of the subject. We build on skills and understanding in a step-by-step, progressive way and continue to develop children's understanding of place value, the four number operations and the understanding of fractional parts throughout the year. Our Maths curriculum allows for greater opportunity to deepen pupils' understanding around concepts and aspects of mathematics. Significant time is spent developing deep knowledge of the key ideas that are needed to underpin future learning. The structure and connections within mathematics are emphasised, so that pupils develop deep learning that can be sustained. It is our intention to ensure that all children are fluent in the fundamentals of mathematics. Procedural fluency and conceptual understanding are moved forward in tandem, because we recognise that each supports the development of the other. Through mathematical talk, children are able to articulate, discuss and explain their thinking, spotting patterns, making connections and using mathematical language to justify their views. Provision of the necessary resources allows all pupils to access the curriculum by helping them to explain their thinking and reasoning.

### Science

Children will develop a good knowledge and understanding of biology, chemistry and physics and be able to link these to real-life disciplines and STEM careers. Our aim is for pupils to develop a love for the subject that carries through into later life, as we instil an awareness of how science is relevant in today's society. The curriculum aims to broaden the children's scientific view of, and respect for, the world around them via engaging, fun and multisensory practical activities. To achieve this, we provide investigative lessons, where children are exposed to a wide variety of topics that support their natural curiosity for learning and promote a love for enquiry and exploration. We ensure that scientific skills are built on, so that pupils can independently plan and carry out investigations to answer questions that puzzle them; competently use scientific equipment to measure and record data accurately and have the necessary skills and vocabulary to confidently explain concepts and articulate their findings.



## Religious Education

RE is an academic subject that has a high profile in our school curriculum. At St Anne's, pupils and their families can expect a high-quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views, following the Durham Agreed Syllabus. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Links with our school vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for them to link the beliefs, practices and value systems to biblical teaching. Children build upon prior knowledge to think critically by using reason to analyse, evaluate and give opinions, with lessons incorporating opportunities for personal reflection. In this way, they are able to articulate how religious faith affects people's lives, through sensitive consideration of the 'Big Questions,' engagement with text and confident use of Religious Literacy.

## History

We believe our bespoke History curriculum is **aspirational** for all. It has been designed so that all learners have the skills and knowledge they need to succeed in life, enhanced by texts so that the knowledge gained is in context. We aim to provide all the necessary tools for future learning and employment our children may require. Our learners study the National Curriculum (2014) as a basic entitlement, but our creative approach provides enrichment beyond this. To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. The skills and progression focus around the four main concepts of: cause and consequence; using evidence; chronology, continuity and change; historical significance. These are all mapped out to ensure that pupils build on secure prior knowledge. History is delivered through subject-specific teaching organised into blocks which are mainly chronological, but aiming to develop both substantive and conceptual knowledge and conceptual understanding. Meaningful links with other subjects are made when beneficial to strengthen connections and allow deeper exploration and understanding. An experiential element-excursions, visitors, hooks- inspires children to gain knowledge and understanding of Britain's past and that of the wider world. It involves understanding the process of change, the complexity of people's lives, the diversity of societies and relationships between different groups, as well as their own identity and society today. Our History curriculum promotes the rich diversity of the world, Britain and, through our joint Humanities local context project, an appreciation of our locality,

## Geography

We at St. Anne's believe our Geography curriculum is aspirational for all. It provides our children with a better understanding of our ever-changing world and deepens this through a range of experiences involving a variety of primary and secondary sources and conducted through investigation, including local geographical features and new environments. Children's learning encompasses knowledge around location and place, human and physical geography and building an effective bank of geographical vocabulary. It is taught through: Geography-specific skills. using photographs, maps and atlases, carrying out fieldwork; and the concepts of place, location, cause and effect, change and decision-making. Moving from the familiar school context, we spread outwards to the local, the regional, the national and beyond. Themes are linked across the year groups and skills and concepts are further built upon. Children develop their substantive knowledge and gain an insight into how a 'geographer' thinks, showing progress by knowing more, remembering more and being able to do more. Our purpose is to inspire them to become curious and fascinated with our world both locally (including the immediate environment through our Humanities local context project) and further afield. **Regardless of a child's age, ability or background they develop dynamic skills to become consistently critical and passionate geographical learners, aware that geography is all around us.** Embracing this immerses our children in a learning journey towards effective global citizenship, with a solid understanding of place, a respect for diverse cultures and an appreciation of our role in protecting the world's resources.

## **Computing**

At St. Anne's, we follow a 'knowledge-engaged' curriculum, believing that Computing is an essential part of our ever-changing life. If our children are to live up to high personal expectations, it is vital that they have a secure understanding of the principals of information and computation. The National Curriculum defines three clear aspects of the Computing Curriculum: Computer Science (CS), Information Technology (IT) and Digital Literacy (DL). These key strands are interwoven through our operational teachings of information technologies and digital science to provide pupils with key programming and robotic knowledge, whilst also equipping the basic skills to motivate aspirations to be the computer programmers and web developers of the future. We equip the skills required to maximise potential across the wider curriculum, deploying teaching strategies to promote resilience, independence, critical thinking and problem-solving. Children can explore a diverse way of life through many applications online and the ability to use software to explore language, thus helping to make sense of the world. Computer science also extends children's communication, language and literacy skills, introduces them to new vocabulary and helps them to become digitally literate, through holding the key to a universal language that, when unlocked and comprehended, has infinite opportunities. We at St. Anne's appreciate that with new technology comes new dangers, therefore we ensure our children recognise the importance of safe and respectful computer use, to prepare for a life as responsible citizens and meet the challenges of a digital future in an increasingly connected world. We are diligent in conveying the importance of keeping personal information private, ensuring the children know who and where they can go to for help with concerns about content and contact on the internet or other online technologies.

## **Physical Education**

We promote an 'everybody active' attitude, with the aim for all pupils to leave St. Anne's physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport. We build capability within school and achieve self-sustaining improvement in the quality of PE and sport against the 5 key grant condition indicators: the engagement of all pupils in regular physical activity; the profile of PE and sport being raised; increased confidence, knowledge and skills of all staff in teaching PE; broader experience of a range of sports and activities offered to all pupils; increased participation in competitive sport. At St. Anne's, we believe that all children should have access to a high-quality PE curriculum that ensures all develop the knowledge, understanding and skills to excel in a wide range of physical activities. Our PE curriculum provides opportunities for children of all abilities to access a range of sporting activities and stay physically active for sustained periods of time. We recognise the role that PE has to play in promoting a healthy lifestyle and ensure that it is complemented through our PSHE and Science curricula to develop a holistic understanding of healthy living. St. Anne's employs its own 'Director of Sport' to teach PE to all year groups and swimming to Key Stage 2 classes. This role also enables a range of extra-curricular enrichment opportunities and inspiration for leading active lives. We strive to ensure children become physically literate by developing the fundamental movement skills in a progressive and age/ability appropriate manner, whilst recognising the individual needs of SEND or disadvantaged children. Physical Literacy is universal, which ensures all within our community are included and have the opportunity to excel physically. Our developmental curriculum is enhanced through close relationships with local clubs and experts to allow our children to grow a long-term personal love for an activity which can shape their future lives. Alongside professional sporting organisations, we have strong links with local secondary schools and engage in competitive and non-competitive activities with other primaries, thus placing PE in the wider context and building it as lifestyle habit. We celebrate the diverse range of sporting heroes from different backgrounds, sports and communities, so that children can aspire to achieve like others. PE and sport are used as tools to promote and ensure the school values become embedded to support our vision.

In addition, we provide Forest School (EYFS and KS1) and Outdoor Learning (KS2) via a secondary specialist, who complements this with a weekly Bushcraft Club. Outdoor Education at St. Anne's follows the programme of the NNAS Outdoor Discovery Award to provide a springboard for the D of E at Key Stages 3 and 4.

### **Art and Design**

Our curriculum is used as a vehicle for creativity, exploration and personal expression. We deliver a progressive, varied skills-based programme to provide our children with the knowledge and experience to experiment, invent and produce their own works of art, craft and design. We present them with a diverse range of experiences from different cultures and periods of historical significance, thereby fostering a lifelong love and appreciation of the subject. To ensure they can use the visual elements confidently in their own work, we encourage children to look at an image or a piece of art and to understand it, not just react to it. Equipping them with the language of art and design enables them to describe what they see in detail and provide evidence for their observations. Through the above avenues, our children develop enjoyment of this area of the curriculum and maximise their arts capital.

### **Design Technology**

It is our belief that offering children a stimulating and challenging design technology curriculum equips them with the skills and knowledge needed to thrive in a rapidly advancing technological world. We present them with relevant projects, which promote, encourage and develop their skills and creativity and through a diverse range of experiences, we actively encourage them to be critical thinkers, forward planners and effective problem solvers, who can work as capable, independent individuals and valuable, productive team members. Children use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, according to their own and other's wants and needs. They are given opportunities to reflect upon, evaluate and develop a critical understanding of the effectiveness of past and present design technology and its impact on people's daily lives and the wider world.

### **Music**

We provide a music education that gives individuals the desire to partake in music, promotes self-confidence and gives all pupils a sense of achievement. We are committed to inspiring children to develop an interest and appreciation of music, develop creativity, imagination and foster talents. We do this through providing opportunities for appreciation, composition and singing alongside new opportunities and chances to showcase talents within and beyond our school community.

### **MFL**

A high-quality languages education should foster children's curiosity by deepening their understanding of the world and developing skills that will open further opportunities later in life. We believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils, giving them a broader perspective on the world by encouraging them to understand their own cultures and those of others. Our ML Curriculum aims to make substantial progress by providing an appropriate balance of spoken and written language and developing communication skills in speaking, listening, reading and writing. Accessing shared planning and first quality teaching of Spanish via our main feeder comprehensive provides children with the foundations for effective transition to further foreign language learning at KS3 and beyond.

### **PSHE and RSE**

We provide a curriculum in which PSHE and RSE are embedded. Our subject provision includes opportunities to develop pupils' spiritual, moral and social cultural development, whilst strongly upholding and promoting our school vision and British Values. This in turn enables all children to develop an understanding of the ever-changing world in which we live, develop the skills necessary to manage their lives safely and effectively through building healthy, consensual relationships and take an active role in their community.

