

Curriculum Intent and Rationale

Introduction

St George's Church of England Primary school is a small village school with four mixed age classes. It is in a farming community and lots of families have been attending as children for generations. The school is well thought of in the local area and some children travel from the wider area to attend.

Intent

At St George's, we have designed and implemented an aspirational curriculum that is both immersive and progressive. We use a carefully planned model, with both breadth and depth, that is highly relevant and purposeful, and that truly broadens pupils' outlook and views by promoting global perspectives.

We aim to offer hands-on, cohesive and challenging learning, highlighting human creativity and achievement. We strive to help our pupils realise the full potential they have to achieve and succeed, not just at school, but as educated citizens within their own community and on a wider global scale. We want the pupils' learning to be more 'outward-facing', enabling them to become well-rounded and happy individuals who, not only care about themselves, but about others and the environment.

Providing them with opportunities for learning which leads to maximum growth and development is our top priority, including designing and implementing a curriculum that is best suited to their needs. We want to provide them with a curriculum with both breadth and depth, that is highly relevant and purposeful, exciting for both staff and pupils, and that is aligned to the locality and all it has to offer.

Our curriculum is inclusive, challenging the more able, whilst directly addressing specific areas for development.

Our intent is to raise standards across all subjects, to enable our pupils to access and engage with their learning to ensure both academic and personal success.

Rationale for Implementation

We use Dimensions 'Learning Means the World' Curriculum as the main vehicle for achieving our outlined intent, with a view to providing an ambitious, highly visible curriculum offer.

This curriculum is underpinned by four highly relevant world issues, known as the four Cs:-

Communication
Conflict
Culture
Conservation

Communication

We are conscious that for some of our children, vocabulary needs to be developed as this could lead to difficulties and under achievement. As such, we have identified developing excellent communication skills as a priority for equipping our pupils for the future. Our curriculum provides a wealth of opportunities for pupils to develop their language and vocabulary, helping them to articulate their learning, express their thinking and opinions clearly in discussion, debate and presentation, as well as enabling collaboration and exchange of ideas. We want our pupils to use a wide range of communication tools as a means of increasing confidence, developing self-regulation and nurturing their critical thinking skills.

Culture

As a school that predominantly represents a white British demographic, with limited exposure to, and little personal experience of other ethnic groups, we want to counter this by teaching our pupils to fully appreciate and embrace cultural diversity, learning about and experiencing a range of different cultural and faith heritages found in wider society.

We want them to value diversity, understand the roots and importance of cultural heritage and to behave in a respectful and tolerant way towards others, regardless of faith, ethnicity or background. We actively and explicitly promote cross-cultural friendship, respect, tolerance and understanding through 'Learning Means the World'.

Conflict

We believe that life skills should be taught throughout the curriculum and an understanding of responsible, respectful behaviour is an important aspect of learning. Having a developed understanding of sources of conflict and recognising the impact that conflict can have on relationships at a personal, local, national and international scale, we believe, will make a difference to their own choices. We want our pupils to be able to independently manage conflict, whenever it may arise, in a constructive, timely manner. Through this curriculum we believe we can provide our pupils with strategies to deal with conflict issues in a positive way.

Conservation

We want our pupils to fully appreciate and benefit from all that the local area has to offer. We are part of the Wild Wellbeing project and have developed a small forest school area on site, going forwards we would like the children to be involved with developing these areas in a sustainable way. We feel they will do this best through a curriculum that puts sustainability at the heart of the curriculum, employing a more structured approach to developing environmental awareness and appreciation, not just at local, but also national and global levels.

We also encourage our pupils to have high aspirations by teaching them about human creativity and achievement through additional Competency Units about famous figures that focus on Creativity, Commitment, Courage and Community.