

WARMSWORTH PRIMARY SCHOOL
Our Curriculum for the Citizens of the 21st Century

INTENT

Vision	'Learning and Growing Together to Achieve'					
	We provide an inclusive education for all our children, which is driven by our ambitious curriculum that is focussed on high achievement for all and prepares our children to be informed and caring citizens of the 21 st Century.					
Values	High Aspirations	Inclusion and Equity	Creativity	Collaboration	Resilience	
Principles	<p>Learning is built on children's own experiences and their prior learning in order for our children to learn, enabling all children to achieve their academic potential.</p> <p>Learning is deepened, embedded and transferred into their long term memory.</p> <p>Learning is sequential and progressive, and is built on the foundations of our community, alongside the wider cultural capital needed for our children to be successful, both now and in the future.</p> <p>Our high quality learning environment support both learning and emotional health and wellbeing.</p>					
Social, Emotional and Wellbeing	<p>As a THRIVE school, our school ethos is based on developing the social, emotional and mental health of all our children, staff and wider community.</p> <p>Being - They are self-assured, confident and appropriately trusting of others. They will be receptive to the world and have capacity for joy. They will be sufficiently confident to 'have a go.' They will ask for help and will demonstrate the full range of feelings. They will have established the foundations for making good relationships.</p> <p>Doing - They will be curious, creative and take initiative. Children are active, easily stimulated and seek sensory experiences. They enjoy investigating and getting involved.</p> <p>Thinking - They are able to think about feelings while having strong feelings. Children can problem solve and learn about the consequences of actions. Children can express a view.</p> <p>Power and Identity - They have a positive sense of self and individual liberty. Children adapt to different roles and relationships. They understand consequences and contexts.</p> <p>Skills and Structure - They enjoy diversity, difference and acquiring new skills. They possess internal and external structures, values and rules.</p>					
British Values	Democracy We can have our say. We will be listened to. We will listen to others.	Liberty We have the freedom to be ourselves and have our own choices.	Equality We are all equal and we treat each other fairly. We are kind and considerate.	Accountability We are responsible for our actions.	Tolerance We accept and value people's differences	Law We abide by the laws of our country.
Cultural Capital Drivers	Oracy, Language and Reading	Enriching Life Experiences		Life Skills	Global Citizenship	

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IMPLEMENTATION

THRIVE	All pupils are assessed and access THRIVE according to their social and emotional stage of development.													
Education Research Cognitive Science	Collaborative learning - Kagan principles		Metacognition (Autumn / Spring 2021)		Feedback (EEF) (Autumn / Spring 2021)		The Writing Process (EEF)		SEND / More able					
Teaching Intentions (Pedagogy)	Meaningful Learning Experiences		Vocabulary		Sequencing		Support and Challenge for All		Challenging, Sequential, Creative Curriculum					
	Scaffolding		Modelling		Quality Questioning		Thinking Time		Enquiry / Problem Solving					
	Active Engagement		Coaching		Collaborative Learning		Continuous Formative Assessment		Development of Pupils' Metacognition					
Extended, Enhanced Curriculum	Safeguarding		Visits and Visitors		PE and Competition		External Learning Environment		Extra-Curricular Clubs and Activities					
	SEND		Peripatetic Music Tuition		Parental Engagement		Cultural Heritage and Pride		Life Skills					
	Enterprise and Careers Education		Family Learning		THRIVE		Pupil Voice		Parent Voice					
EYFS	Communication and Language		Personal, Social and Emotional Development		Physical Development		Literacy		Mathematics		Understanding the World		Expressive Arts and Design	
National Curriculum	Speaking and Listening		Maths		History		PE		RE					
	Reading		Science		Geography		Music		Personal Education (PSHCE/ SRE)					
	Writing		Computing		Art		DT		French					

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IMPACT

Whole Child	<p>Our children:</p> <ul style="list-style-type: none">○ Are all unique and continue to develop at different rates, and are supported in the development of their individual abilities, talents and potential○ Are supported to be confident, resilient and resourceful individuals○ Are prepared for their next step in their education and have the skills to be life-long learners○ Are trustworthy and empathetic; they recognise the qualities of being a 'good citizen' and strive to become a valuable citizen of the 21st Century
Social and Emotional Development	<p>Our children:</p> <ul style="list-style-type: none">○ Are confident, articulate and able to express their own views and opinions○ Demonstrate perseverance and resilience○ Know how to recognise their own needs and keep physically and emotionally healthy○ Recognise, form and maintain healthy relationships○ Are able to keep themselves and others safe○ Take pride in themselves and their heritage and their community○ Are equipped with skills to resolve conflicts○ Are valuable members of society and have skills and values that will equip them for the future
Achievement	<p>Our children:</p> <ul style="list-style-type: none">○ Reach their own potential and make progress○ Make good or better progress and attain in-line, or above, age-related national expectations○ Progress to their next step of education with age-appropriate standards (or better) in reading, writing, maths and across the curriculum○ Are competent readers, who can access life-long learning○ Are able to explain their thinking and understand how they learn, to support life-long learning○ Are knowledgeable and are articulate, to enable them to use and apply the knowledge and skills they have learnt.○ Celebrate their achievement○ Are eager to achieve inside and outside of the classroom: at home and in the wider community