

Glade Primary School

“Growing, Learning, Achieving with Dedication and Enthusiasm”

Curriculum Statement



Developing Skills for Life

Written: February 2019

Reviewed: September 2023

Next review date: September 2024

Intent

At Glade Primary school every child is recognised as a unique individual. We celebrate differences within our school community. Each child's learning journey is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where curiosity, new memorable experiences and knowledge are limitless. As an accredited Rights Respecting School at Gold level, we are a community where children's rights are learned, taught, practised, respected, protected and promoted. We enable our children to develop a deeper understanding of the UN Convention on the rights of the Child and become confident global citizens by the time they leave Glade.

Our curriculum is designed to: recognise individual progression, provide real life learning experiences and facilitate the development of interpersonal skills. Through enriched learning experiences, children are able to build resilience, develop their creativity and become critical thinkers.

Our diverse and culturally rich community is an essential part of our ethos and curriculum. We endeavour to ensure that every child leaves Glade with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, and become lifelong learners.

Aims

Help our pupils to become independent, enquiring and collaborative learners.

Develop happy, motivated life-long learners equipped for the future.

Nurture healthy, caring and respectful individuals who show compassion.

Create thinking individuals, with values, who make a positive contribution to the world.

Provide challenge, enabling children to reach their full potential, as well as ensuring equity, appropriate support at all levels.

Be inclusive and diverse, providing children with a range of opportunities to develop and reach their full potential. This helps children to appreciate all members of their community and their contributions.

Help children develop a growth mindset, a passion for challenge and a learning environment where risk is embraced.

Curriculum Drivers

We have developed three **curriculum drivers** that shape our curriculum, bring about the aims and values of our school, and to respond to the particular needs of our community.

These aims are encompassed in our school vision: '**Growing, Learning, Achieving with Dedication and Enthusiasm.**'

Driver 1: Global Citizenship

Global Citizenship enables our children to be responsible global citizens who respect and value diversity, different cultures and beliefs. Global citizens are socially aware, challenge stereotypes and are committed to making their world a more sustainable and equitable place.

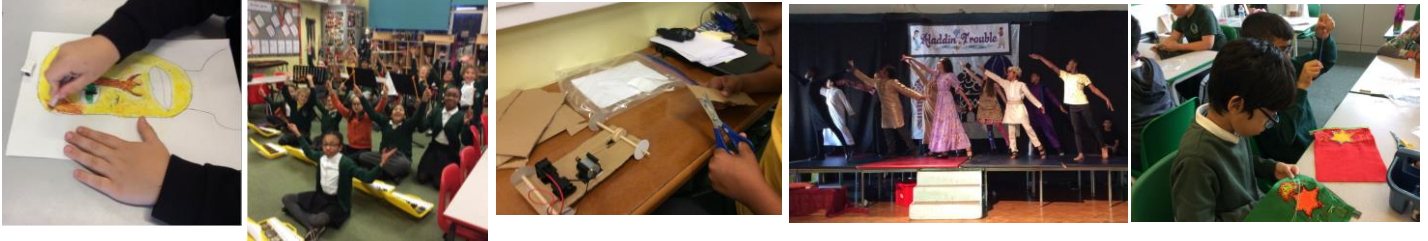
Our curriculum aims to reflect the diversity of our school population and the global community in which we live. A true strength of our school is that it facilitates learning about the wider world. We believe Glade has a critical role to play in educating our pupils to be global citizens, where we prepare them for their futures in an increasingly globalised and interconnected world. Perhaps the most well-known definition of global citizenship comes from Oxfam UK (2015) which describes a global citizen as someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works
- is passionately committed to social justice
- participates in the community at a range of levels, from the local to the global
- works with others to make the world a more equitable and sustainable place
- takes responsibility for their actions. We celebrate difference and diversity.

We are committed to promoting equal opportunities and we promote the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We are decolonising our curriculum to ensure that it also represents overlooked and marginalised groups. Everyone is welcome at Glade.

Driver 2: Creativity

The promotion of creativity enables children to understand and appreciate a broad range of political, religious and emotional viewpoints. Being able to express themselves creatively across all areas of learning and understanding develops a powerful tool for children's communication. in literature, creative writing, poetry, visual art, music, dance and drama.



As creative individuals, children will develop the skills to:

- Produce a range of creative work, exploring their ideas and recording their experiences.
- Become proficient in story writing, poetry writing and performance and a range of art, craft and design techniques.
- Explore and develop musical skills and concepts holistically with rich and varied songs/music from different cultures and traditions
- Solve problems creatively by honing their thinking skills.
- Evaluate and analyse creative works.
- Know about a diverse range of writers and artists, and understand the historical and cultural development of their work.

We encourage children to think creatively and equip children with the skills to present their work in an imaginative way. Our broad curriculum provides children with the opportunities to think outside the box, have new experiences and express their ideas in an innovative way.

Driver 3: Wellbeing – It's so good to be me!

The emotional health and well-being of all members of Glade Primary School is fundamental to our philosophy and aims. We believe that emotional health is closely linked to mental health and that as a school, we can encourage positive development of mental health in childhood. Children who are mentally healthy will be able to achieve well, make good progress and enjoy their time at school. At Glade, we aim to promote pupils' spiritual, physical and emotional well-being so that they are secure, confident and well-motivated. We work to build self-esteem and the ability to listen, empathise and respect each other's point of view in order to enable our children to become successful, independent, responsible citizens.

We are a Rights Respecting School at Gold Level and consistently inspire our children to respect themselves, each other and their duty bearers. We have staff who are trained as Mental Health First Aiders. We also have Emotional Literacy and Wellbeing Support Assistants (ELSA.) Many of our staff have formal qualifications to support children's mental health and wellbeing and a majority of our staff have training in bereavement support.

We employ the services of a Counsellor/Play Therapist who is trained to work with children as well as adults. We engage the services of a Learning Mentor, as necessary, to support our older children. Our Well-Being buddies support their peers to have relaxed and enjoyable playtimes.

As well as community events and celebrations, we provide many activities and therapies to support the emotional development of our children.

- Regular P.S.H.E. and RSE lessons, including Circle time.
- Art Therapy
- Lego Therapy
- Wellbeing Club
- Bubble Boxes
- Social Groups
- Choirs (KS1, KS2 and Staff Choir)

We are proud holders of the Well-being Award for Schools.



Implementation

Our Curriculum design is based on key areas of research:

Development of memory – Learning is most effective with spaced repetition and frequent and regular retrieval of learned content, to increase both storage and retrieval strength. This is based on the Spiral curriculum, which our Maths curriculum is implemented through.

Development of vocabulary/Oracy skills – Subject overviews show clear links to key vocabulary which should be mastered by the end of the year.

Development of transferrable skills – Our curriculum demonstrates a clear and progressive transfer of skills, along with a balanced knowledge base to ensure that pupils are aware of the explicit links between subjects and are able to use skills that they have learnt across other curriculum areas.

Development of deeper level thinking leading to sustained mastery – The Learning Challenge concept is built around the principle of greater learner involvement in their work. It requires deep thinking and encourages learners to work using a question as the starting point. In designing the curriculum, teachers and learners are using a prime learning challenge, expressed as a question, as the starting point. The learning challenges need to make sense to the learners and be within their immediate understanding. Time for learners to reflect or review their learning is central to the whole process. Within the Learning Challenge Curriculum, it is suggested that the final subsidiary learning challenge is handed over for learners to reflect on their learning. Although reflection is seen as a concluding part of the prime learning challenge, it is hoped that that there will be continual opportunities for learners to reflect frequently.

Learning experiences

We know that giving our pupils the opportunity to try new things and develop new skills can be hugely beneficial. It can help our children to grow in confidence, expand their understanding of the world around them, or introduce a hobby or passion that could last for years to come. Each year, children are asked to select key learning experiences which they will be able to take part in at some point throughout the year. We offer a wide range of educational visits, residentials, camps, workshops throughout the year to link with key learning areas. We also have a range of visitors in school to further support our curriculum.

<u>Year Group</u>	<u>Visits</u>	<u>Learning Experiences</u>	<u>Music experiences</u>
Early Years	Walk in the woods Visit the fire-pit Walking to a postbox to post a letter Visit a farm: Barleylands	Fruit tasting Whittling Pond dipping	Redbridge Choral festival Royal Albert hall biennial concert
Year 1	Virtual Santa Claybury Woods Virtual R.E visit Paradise wildlife park	Making a toy Exploring a pond Learning a dance routine Making biscuits and bread	London Symphony orchestra at the Barbican centre Evening of music and song
Year 2	Visit to Epping Forest Great fire of London Drama Workshop Church visit Explorers' day Seaside visit – Southend	Plan a party Bake a cake Take a trip to the seaside Learn a French story	Redbridge recorder festival Redbridge music service recitals World music day celebration Worldvision song contest

Year 3	Valentine's Museum Ice Age-Iron age Ancient Egyptians Workshop Natural History Museum Stone age experience workshop: Firelighting	Visit an art gallery Perform in a play Compose a piece of music Eat something you haven't tried before	
Year 4	Greek workshop – History through the ages Pantomime Virtual Roman day Colchester castle	Cook on an open fire Perform in a play Iliad Project Take part in a theatre workshop	
Year 5	Space centre video conference and Science Museum Viking video conference Kentwell Hall – Tudors Victoria and Albert Museum The Jameel gallery Tudor day	Visit a science laboratory Perform in a play Take part in a blind folded food test Papier-mâché planets	
Year 6	Museum of London Docklands Imperial War Museum Virtual tour of Gurdwara WW2 evacuation drama Lindy Hop dance workshop Residential experience Seaside visit	Take a trip on a train Plan a tour around your local area Make a healthy salad	

Impact

The impact of our curriculum is that by the end of each learning journey, the vast majority of pupils will have sustained mastery of the content; that is, they show a good recall and fluency. This means that they are able to use what they have learnt across other learning areas. Some pupils will have a greater depth of understanding. We monitor carefully to ensure pupils are on track to reach their goals and expectations. We also believe that pupil voice is a very useful tool for assessment. By asking pupils questions such as what they enjoyed and what they learnt, we are able to view the impact of their learning experiences. EYFS and end of Key Stage data is available to view on the results page of our website.