



Our vision: “Building strong foundations together, for everyone.”

# Curriculum Statement

## ‘Every child an independent thinker & learner.’

February 2015

(Reviewed February 2024; Review date: February 2026)

### Purpose:

The purpose of this statement is to describe our practice at Binfield C.E. Primary School(VA) and the principles upon which this is based.

### Aims:

We have developed a broad, engaging and enriching school curriculum at Binfield C.E. Primary School (VA) based upon the **Chris Quigley essentials curriculum framework** but enhanced to be our school’s own curriculum. We are an ‘**Advanced Thinking School**’ accredited through the University of Exeter. At the heart of our school’s curriculum are our ‘**Power Tools for Learning**’. These are a range of skills which support pupils in becoming independent thinkers and learners and they are taught these from Year R upwards. They also support staff in ensuring that suitable cognitive challenges are integrated across the curriculum to deepen learning over time and that pupils are also equipped with the skills to learn independently, beyond school. We aim to ensure that all pupils are well prepared for the next stage of their educational careers by the time they leave us in Year 6.

We aim to enable all pupils to become proficient and confident learners in all areas of the curriculum by developing the **essential characteristics** within each of the subject areas and by teaching in a progressive way. The **threshold concepts** (the big ideas and skills that need to be repeated and deepened as children move through each year group) are revisited incrementally from year group to year group. These characteristics and threshold concepts are stated in each subject’s statement and progression documents.

The context of the learning is presented to the children in a number of ways which engage, excite and inspire them and we utilise the facets of play, real experiences, drama, and outdoor learning in order to make this a reality. Some subjects will be presented on a daily or weekly basis, whilst others may be delivered as a block over the course of days combined. Where appropriate, a thematic approach is undertaken where several subject areas may come together to form a focus for the learning e.g. a study of Ancient Greece (History) may be linked to a modern day study of Greece in Europe (Geography) with Greek myths and legends (English). A text in English is often used to bring interest and cohesion to the whole study. Other aspects of the curriculum may be taught discretely. This is matched by **high quality teaching** which is tailored



by the class teacher to meet the needs of all pupils in their class and consequently deepen their learning over time and lead to positive outcomes.

### **Organisation**

At Binfield C.E. Primary School (V.A.) we have a designated member of staff responsible for each area of the curriculum. These are known as Subject Leaders. Subject Leaders are responsible for ensuring the coverage, progression and standards in their area across the school. There is a separate curriculum statement for each area of the curriculum, including the Early Years Foundation Stage. Please see these for specific information on a particular area.

### **Statutory requirements**

The school's curriculum meets the statutory requirements as set out in the: Early Years Foundation Stage Statutory Framework (2021) and the National Curriculum in England framework document (2014). Curriculum overviews within each curriculum area demonstrate this.

### **Principles/values:**

This statement is based on our commitment to:

***'Enabling all pupils to reach their full potential and achieve the highest standards in all aspects of their learning and development so that they are well prepared for the next phase in their education and beyond. We recognise our responsibility to prepare our pupils for life in modern Britain and we are committed to ensuring that values (including British Values) are an integral part of our ethos, learning and curriculum. We value the diverse backgrounds of all within our community and seek to celebrate this.'***

Furthermore, as a Church of England V.A. school, our ethos, values and curriculum are designed to nurture the children's **Spiritual, Moral, Social and Cultural** development. Our **school's core values** of: **Community (Koinonia); Integrity; Creativity and Inclusion**, underpin our daily learning and actions and are integral to our Church of England Trust Deed. In addition, we are a 'Rights Respecting School' and we teach children about their 'Rights' (in accordance with the UN Conventions on the Rights of the Child) and the associated 'Responsibilities' which go hand in hand with these. We actively encourage our children to explore beliefs and values and to respect each other.

**The government emphasise that schools are required to ensure that key 'British Values' are taught in all UK schools.** These are part of the government's **PREVENT** strategy and are defined as follows:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect and tolerance of different faiths and beliefs**



Actively promoting ‘**British Values**’ also means challenging pupils, staff or parents expressing opinions contrary to these, including ‘extremist views’.

In our school, we promote these ‘**British Values**’ through our own school ethos, values, curriculum and enrichment activities, as demonstrated below.

British Value	How we promote it at Binfield
<p><b>Democracy</b>  <b>Links to our school’s core values:</b>  <b>Community</b> – ‘joint participation’, ‘a gift jointly shared’</p> <p><b>Integrity</b> – making decisions and being honest to oneself and each other</p> <p><b>Inclusion</b> – everybody’s voice is valued and everybody has a chance to have their say and their opinions taken into account</p> <p><b>Creativity</b> – using our gifts to contribute our thoughts, imagination and ideas and contribute to the wider life of the school</p> <p><b>UN CRC Article 12:</b> Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<ul style="list-style-type: none"> <li>• We have an elected School Council. This is used as an opportunity to promote and teach about democracy and the electoral process and for pupils to voice their opinions.</li> <li>• School councillors have participated in visits to the local council chamber and have found out how decision making works at a local level.</li> <li>• Pupil voice is a valued part of everyday school life. Pupils take part in an annual questionnaire, in focus groups; in decision making e.g. voting for Team Captains/deciding on a class reward.</li> <li>• We encourage volunteerism in and out of school. This includes things like the Y5 Buddies; Kick Start; Pals; Red tie jobs; class jobs; and also raising money for local, national and international charities.</li> <li>• Remembrance Day is marked annually within the school at an age-appropriate level. Pupils often represent the school at our local church service.</li> <li>• Democracy is promoted through PSHE lessons, the wider curriculum and assemblies. For example, voting on the best entrepreneurial idea for the ‘Dragon’s Den’; making choices about behaviour; class decision making; reflecting on Jesus’ teachings in assemblies.</li> <li>• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others</li> </ul>
<p><b>The rule of law Links to our school’s core values:</b>  <b>Community</b> – ‘joint participation’, ‘a gift jointly shared’ – we all have our part to play in keeping our community safe and abiding by the rules helps us to achieve this. We</p>	<ul style="list-style-type: none"> <li>• We have high expectations about pupil’s conduct and this is reflected in our Behaviour and Anti-Bullying Policy. Pupils are encouraged to go beyond what is expected and aim for Gold. Good behaviour and consistent demonstration of our values is recognised and reinforced through such things as Bronze, Silver &amp; Gold behaviour award; ‘Pupil of the Week’ award, Kitchen ‘Cookie Bears’ for good manners at lunchtime; Buddy awards; team points and verbal praise.</li> </ul>



<p>have personal and collective responsibility.</p> <p><b>Integrity</b> – making moral decisions about how we behave/act and treat others – being honest to oneself and to each other and the wider world.</p> <p><b>Inclusion</b> – everybody is valued and treated fairly in our school. The rules apply to everyone. Difference is a cause for celebration!</p> <p><b>UN CRC Article 19:</b> Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<ul style="list-style-type: none"> <li>• The importance of Laws is reinforced on a daily basis as children are expected to follow the ‘school rules’ /Class charters. Children learn about the reasons for laws/rules and the consequences of not following them. Class charters are displayed in each classroom and these are referred to regularly. This is reinforced through PSHE lessons and assemblies.</li> <li>• Through our Christian ethos, assemblies and school values, children are taught how to earn trust and respect each other. They are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it’s difficult. PSHE lessons strengthen and support pupils in making moral decisions.</li> <li>• The RE and PSHE curriculum have foci which strongly support the development of morality. The wider curriculum also has opportunities to develop this concept further with the children e.g. P4C enquiries.</li> <li>• PE lessons/competitions promote the concept of ‘fair play’ and being a good sportsperson.</li> <li>• The local police officer / PCSO visits the school to talk to the children as do other agencies e.g. Fire Service.</li> <li>• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</li> </ul>
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British Value	How we promote it at Binfield
<p><b>Individual liberty</b> Links to our school’s core values:</p> <p><b>Community</b> – ‘joint participation’, ‘a gift jointly shared’ – children are encouraged to make the most of their gifts and talents in all areas of the curriculum and share these with others.</p> <p><b>Integrity</b> – making decisions and being honest to oneself.</p> <p><b>Inclusion</b> – everybody is valued and their achievements valued. Everybody is encouraged/supported to reach their full potential.</p>	<ul style="list-style-type: none"> <li>• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</li> <li>• Through our school’s ethos and values, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in all areas. Their individual achievements are celebrated each week in the school’s Achievement Book. They learn what good ‘learning behaviours’ are encouraged to use these in order to support the learning of everyone within the classroom.</li> <li>• The concept of what it means to be a ‘Global Citizen’ is developed throughout the school’s curriculum. With the freedom to act, comes a responsibility as our individual actions have consequences for others.</li> <li>• Assembly themes/stories reflect ‘liberty’ and decision making. Children are encouraged to think about the consequences of decisions.</li> <li>• Children are taught how to keep themselves safe, including on-line. This is done through workshops run by the</li> </ul>



<p><b>Creativity</b> – using our gifts to contribute our thoughts, imagination and ideas and contribute to the wider life of the school/the world as a global citizen.</p> <p><b>UN CRC Article 31:</b> All children have a right to relax and play, and to join in a wide range of activities.</p> <p><b>UN CRC Article 15:</b> Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<p>Local Authority and outside organisations such as the ‘Bikeability’ and ‘NSPCC’, as well as through the PSHE and Computing curriculum. In addition, we have ‘The Life Bus’ at school every other year, which enriches the PSHCE curriculum, and we also have enrichment weeks such as ‘Antibullying week’ and ‘Healthy Sports fortnight’. Younger children enjoy visits from the emergency services e.g. Fire Service.</p>
<p><b>Mutual respect</b>  <b>Links to our school’s core values:</b>  <b>Community</b> – ‘joint participation’, ‘a gift jointly shared’. Everyone is encouraged to take an active part in our community.</p> <p><b>Integrity</b> – making decisions and being honest to oneself.</p> <p><b>Inclusion</b> – everybody’s valued and difference is a cause for celebration. Our school welcomes ‘all’ children to be part of our community.</p> <p><b>Creativity</b> – using our gifts to contribute our thoughts, imagination and ideas and contribute to the wider life of the school – we all have something to contribute.</p> <p><b>UN CRC Article 2:</b> The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p><b>UN CRC Article 30:</b> Children have a right to learn and use the</p>	<ul style="list-style-type: none"> <li>• We have high expectations about pupil conduct and this is reflected in our Behaviour and Anti-Bullying Policy. Pupils are praised and rewarded for ‘Politeness and good manners’. Staff are expected to model what is expected in their behaviour.</li> <li>• Being ‘good sports’ and playing fairly is promoted through playtimes and sporting activities.</li> <li>• Older pupils act as role models to younger children through: PALS, Buddies.</li> <li>• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</li> <li>• Through our Christian ethos and school values, children are taught to respect each other, to be cooperative and collaborative, be supportive and to be understanding of differences.</li> <li>• Pupils are encouraged to fund raise for a range of charities and to learn about the needs of others – fostering respect and understanding.</li> <li>• Integrated within the curriculum is a focus on Global Citizenship.</li> <li>• Mutual respect is also promoted through additional PSHE lessons and assemblies.</li> <li>• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</li> </ul>



language and customs of their families, whether these are shared by the majority of people in the country or not.

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<p><b>Tolerance of different faiths and beliefs</b>  <b>Links to our school's core values:</b></p> <p><b>Community</b> – ‘joint participation’, ‘a gift jointly shared’ – our school is for the children in our community – ‘Our school’s Trust Deed’.</p> <p><b>Integrity</b> – making decisions and being honest to oneself.</p> <p><b>Inclusion</b> – everybody’s valued and difference is a cause for celebration. Our school welcomes ‘all’ children to be part of our community.</p> <p><b>Creativity</b> – using our gifts to contribute our thoughts, imagination and ideas and contribute to the wider life of the school.</p> <p><b>UN CRC Article 14:</b> Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p>	<ul style="list-style-type: none"> <li>• We have high expectations about pupil conduct and this is reflected in our Behaviour and Anti-bullying Policy. Respecting difference is an integral part of this. Behaviour logs are analysed each term to monitor any racist/bullying behaviour and appropriate action is taken.</li> <li>• Understanding and respect of different faiths and beliefs is promoted through the Locally Agreed Syllabus for Religious Education. Children learn about different religions, their beliefs, places of worship and festivals and are encouraged to value the similarities and differences to their own beliefs. The children’s work is often displayed in the classroom. RE is a very important subject in our school’s curriculum and high standards are expected.</li> <li>• Debating/discussion is an integral part of lessons where pupils listen to contrasting views.</li> <li>• A wide range of resources promote diversity and tolerance e.g. books that describe different religions, family circumstances etc. that deal with potential racist or homophobia. The PSHE curriculum/units of work also strengthens this work on diversity.</li> <li>• Enrichment activities e.g. International day/week promote an understanding of difference being a positive aspect of everyday life</li> <li>• Visits are regularly made by local religious leaders and children have the opportunity to visit places of worship.</li> <li>• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</li> </ul>

In addition to the above, our school offers a wide range of curriculum themes which have strong links to Britain, both past and present. As a school we encourage knowledge of current affairs that are significant to us as a nation.



### **Monitoring and review:**

This curriculum statement, together with all subject statements, will be kept under review by the governors of the school, through the **Teaching & Learning Committee**. The work of the Subject Leader will also be subject to review by the Headteacher as part of our performance management arrangements.

Date: 15.2.15; 4.1.18

Reviewed: February 2024

Next review date: February 2026