



Austrey and Newton Regis CE Primary Schools Curriculum Statement



Inspiring our children to flourish and enjoy 'life in all its fullness' (John 10:10)



INTENT

Becoming the person God made me to be: living, learning, loving.

"I praise you because I am fearfully and wonderfully made" Psalm 139:14

Christian Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out **in love** and drew in everyone, whatever their status or struggles, beliefs or views.

Created to be like God, we are all individual, different, and precious. As school families, we treat everyone with **dignity**, seeing each person as a vital stroke in the creation of the masterpiece which is our school **community**. We **love** and welcome everyone, supporting them in the ups and downs of life and giving them **hope** for a bright future in their lives and **learning**. **Living** like Jesus, we think and act with **generous** and **forgiving** hearts in the strategic and day to day life of the schools, so that everyone can flourish. **Trusting** in God and the teaching of the bible, we are building a culture of **trust** in which everyone can feel safe; confident that their spiritual, emotional and academic needs will be met and that their **uniqueness** will contribute to the **unity and wholeness** of Newton Regis and Austrey Church of England Primary Schools.

Curriculum Statement

At Austrey and Newton Regis CE Primary Schools we take pride in providing a knowledge-rich curriculum that is inclusive and equitable, celebrates diversity and is relevant to our school: preparing children for the fullness of life in an ever-changing world.

Our Vision

Our Values	<p>COMMUNITY</p>  <p>With God's love: We focus on relationships, participation in the community, building character and enabling everyone to live well and flourish together. <i>"Share the work and share the wealth. And if one falls down – the other helps"</i> Ecclesiastes 4:9</p>		<p>HOPE</p>  <p>With God's love: We enable healing, repair and renewal, coping wisely when things go wrong, widening our horizons, raising aspirations and guiding everyone into ways of fulfilment. <i>"God says, I know what I am doing. I have it all planned out; plans to take care of you, not abandon you.; plans to give you the future you hope for."</i> Jeremiah 29:11</p>		<p>DIGNITY</p>  <p>With God's love: We educate for dignity and respect: celebrating the preciousness of each person, treating each person as a unique creation of God. <i>"You are blessed when you are content with just who you are – no more – no less"</i> Matthew 5:5</p>		<p>GENEROSITY</p>  <p>With God's love: We share time, talents and resources, sometimes in a spirit of sacrifice, to lift spirits, heal hearts, realise dreams and encourage aspiration. <i>"whoever sows generously will also reap generously"</i> Corinthians 9:6</p>		<p>FORGIVENESS</p>  <p>With God's love: We recognize that we all make mistakes; the life and teaching of Jesus shows how our community can be nourished and repaired as we forgive and ask for forgiveness, letting go of grudges, bitterness or anger. <i>"For if you forgive other people for their offenses, your heavenly Father will also forgive you."</i> Matthew 6:14</p>		<p>TRUST</p>  <p>With God's love: We build a culture of openness, honesty and integrity so that everyone is safe, nurtured, noticed and loved. <i>"May the God of hope fill you with all joy and peace as you trust in him, so you may overflow with hope"</i> Romans 15:13</p>	
	Our Learning Behaviours	<p>Resilience We keep going even when things are challenging. We can remain open, flexible, and willing to adapt to change, staying positive and optimistic. We invite feedback and deal positively with praise, setbacks and criticism.</p>		<p>Independence We are self-motivated and show a thirst for learning. We take and manage risks, showing responsibility, initiative, creativity and enterprise. We can organise ourselves and work out goals and priorities. We play a full role in the life of the school. We can present a persuasive case for action, proposing practical ways forward.</p>		<p>Reflection We evaluate the good things about our work, and the areas for improvement, acting on the outcomes. We make changes to improve our learning and communicate our learning in relevant ways to different audiences. We try to influence others, negotiating and balancing diverse views.</p>		<p>Resourcefulness We think creatively by generating and exploring relevant ideas and making connections. We find links and see relationships, trying different ways to tackle a problem. We ask 'how', 'why' and 'what if?' questions. We take informed and well-reasoned decisions recognising that others have different beliefs and attitudes.</p>		<p>Team Work We work cooperatively and confidently with others and listen to and take account of their views. We take an active part in our own role, and reach agreed outcomes, adapting our behaviour to suit different situations. We show fairness and consideration towards others. We take responsible action to bring improvement for others as well as ourselves.</p>		
British Values	<p>Democracy</p> 		<p>Rule of Law</p> 		<p>Individual Liberty</p> 		<p>Mutual Respect</p> 		<p>Tolerance of different Faiths and Beliefs</p> 			
	<p>We use Picture News to teach children about the world around them and current affairs which has a strong link to British Values. The teaching of British Values also runs throughout our curriculum – see examples below</p>											
	<ul style="list-style-type: none"> School council Worship council Exploring democracy in historical contexts Involvement in local community projects 		<ul style="list-style-type: none"> School rules – why do we have them and why do we follow them Rules of games in PE and taking turns Self-regulation and risk – taking (are there times when rules can be broken?) 		<ul style="list-style-type: none"> Freedom of speech through debates Understanding that with freedom of choice comes responsibility Developing a culture where children are encouraged to question and feel safe to do so 		<ul style="list-style-type: none"> E-safety Anti-bullying Respecting the views of others Controversial issues such as evolution vs creation Understanding that everyone has a part to play regardless of ability 		<ul style="list-style-type: none"> Sharing texts from different cultures Learning a new language Teaching about world faiths Faith forum – faiths in our community Celebrating diversity in a wide range of contexts 			

We are passionate about...

ALL CHILDREN BEING GIVEN THE OPPORTUNITY TO:

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| <ul style="list-style-type: none"> ✓ represent their school in sporting events ✓ perform in front of a variety of audiences ✓ speak/read in Church ✓ attend a residential visit | <ul style="list-style-type: none"> ✓ attend educational visits to make learning come to life ✓ learn a musical instrument and perform in front of an audience ✓ visit a different place of worship each year ✓ try new skills and activities in extra-curricular clubs |
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IMPLEMENTATION

MATHS		ENGLISH			SCIENCE		RE		
We deliver a rich and varied curriculum which develops fluency, reasoning and problem solving enabling the children to apply mathematical skills and understanding to real life, whilst fostering awe, curiosity and wonder.		We deliver an English curriculum which nurtures a love of reading to enable children to communicate their ideas effectively in both oral and written form. We teach phonics using 'Letters and Sounds'			We aim to develop scientific and conceptual understanding and a thirst for investigation, experimentation, exploration and discovery.		We deliver a rich curriculum based on both Understanding Christianity and the Warwickshire SACRE curriculum. We focus on the exploration of religious ideas, explore similarities and differences and provide opportunities to deepen pupils thinking through discussion		
EYFS	PSED	COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS & DESIGN		
	Through the EYFS framework, our curriculum intent is to provide a practical and playful approach to learning, encouraging pupils' independence through exploration and challenge in preparation for Key Stage 1. The Characteristics of Effective Learning are at the heart of the EYFS curriculum with the intention of building upon children's ability to learn and acknowledging that they learn in a variety of ways. All of the learning experiences that are planned allow pupils to develop these skills and to access the curriculum independently.								
KS1/2	PE	PHSE/RHE	Computing	History	Geography	Art and Design	Design and Technology	Music	Languages
	Our PE curriculum ensures every child has access to a wide range of sports as well as learning a variety of multi skills. PE is taught through six values – honesty, teamwork, respect, self-belief, passion and determination.	Our PSHE is an integral part of the curriculum and we want to nurture a whole school ethos which helps children understand and value how they fit into and contribute to the world.	We aim to give all pupils opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Our Computing curriculum focuses on a progression of skills in: digital literacy (e-safety, computer science and information technology.	Our history curriculum explores British history and compares and contrast to other great civilisations of the world.	Our geography curriculum studies people, place and the environment both locally and worldwide.	In art we want our children to be creative in the use of colour, different mediums and artistic styles.	We want our pupils to develop a wide range of skills and understanding to design and make products with a purpose and audience in mind.	Our music curriculum focuses on developing key skills in listening, singing and recorder playing and encourages all children to perform with confidence and enthusiasm.	We want our pupils to enjoy learning a new language as they learn to converse using a range of simple greetings, sing songs, read short stories and write simple sentences.

IMPACT

The impact of our curriculum can be seen in the knowledge the children have gained, this may be seen by looking at their work, by talking to them about their learning and by the results and outcomes they achieve across the curriculum. We use knowledge organisers and low stake quizzes for curriculum subjects to support children's knowledge and to help this be stored in their long term memory. These will be used to assess children's understanding and therefore prevent the need for lots of additional testing and workload for staff. The impact can also be seen through the excellent behaviour and attendance of our children, their self-evaluation and by showing a wide range of healthy lifestyle choices. We are committed to ensuring our children are ready for the next stage in their education, both socially and academically, which can be seen in their successful transition to high school.

External Accountability Measures	Standardised tests and results	Ofsted	SIAMS	BDMAT support and review visits
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