



Our Curriculum Drivers

Despite our leafy rural location, we have a varied socio-economic demographic within our pupil body. We recognise that, for a number of reasons, our children have widely varying levels of access to cultural, sporting and other opportunities in their home lives and that this can have an impact on things such as language, social and creative development as well as well-being, self-esteem, resilience and self-confidence. These things can in turn affect all aspects of children's learning. We believe that as educators we have a responsibility to ensure that all our pupils have access to a wide range of curriculum enrichment and extra-curricular activities to increase their 'cultural capital', develop creativity, raise their aspirations and realise their potential. We want all our children to become life-long learners who recognise that education does not have limits and that school is not just a building.

Communication: The cultural capital obtained through becoming a confident and articulate user of a wide and rich range of vocabulary is one of the key drivers underpinning our wider curriculum. It is a core aim of our curriculum that our children develop as articulate communicators who are able to formulate and communicate their thoughts, ideas and feelings successfully, in a wide range of different formats and contexts. We focus on developing high levels of articulacy through the explicit teaching of vocabulary and high expectations in spoken and written language developed through opportunities to talk, listen, write and read in a wide range of formal and informal contexts, and a curriculum enriched by the use of high quality, vocabulary rich texts.

Community: We believe our children need to develop a sense of community, local, national and international; to understand what it means to belong to a community and the importance of making a positive contribution, and to recognise the value of diversity and what we can learn from each other.

Possibilities: Children cannot aspire to things they have never encountered. Through our wider curriculum, we work to broaden pupils' horizons by expanding their knowledge of the world and its opportunities, social, economic and cultural. Regardless of their background, we support our children to aim high and develop the confidence and ability to make informed, responsible choices. Through strategies such as Building Learning Power, My Personal Best and Taking Care, our curriculum promotes the development of character attributes such as a growth mindset, self-belief, resilience, integrity, respect for self and others, and confidence to contribute.

Environment: A knowledge and understanding of the world and our relationship with it underpins almost every aspect of our wider curriculum. We believe developing an awareness of the environment in all its rich diversity and complexity is an essential part of our children's education. Through our dual focus on learning in the environment and about the environment, locally by maximising the use of our extensive school site with its varying habitats as a learning space, and globally, our pupils develop an interest in, and sense of respect and responsibility for, the environment.

Being Healthy/Active learning: There is clear evidence that daily physical activity has a positive impact on learning. It promotes mental and physical health and well-being, improving levels of concentration and engagement. We believe that understanding how to be healthy is a basic educational right and that involvement in active learning opportunities such as Forest School and sport develops important transferable attributes such as teamwork, responsibility and leadership.