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**Curriculum Statement of Intent**

**Bishops Lydeard Church School and Nursery**

Our curriculum is designed to achieve strong outcomes, positive mental and physical health, resilience and identity: reflecting our vision of ‘life in all its fullness’.

When Jesus spoke the words of John 10:10 to his disciples he had a vision for them that went beyond what they could see at that moment in time.

At Bishops Lydeard Church School and Nursery, we have that vision for all our children. We want every lesson, experience, and day in our school to expose children to an education without limits, full of the joy and fullness of life.

Our vision extends to our local community, where we want to see our bustling village impacted by the courageous care and vision of our pupils. We believe that by walking through life together, we can flourish together; achieving strong outcomes, positive mental and physical health, resilience and identity

Bishops Lydeard Church School is an academy school, rooted in the local community. We are an inclusive and energetic school, where every child is an integral part of the school family. We are building a school that impacts the world around us with respect, endurance and friendship.

**God’s love helps us: Respect each other, show Endurance and be a Friend to the World**

At Bishops Lydeard Church School our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years Framework in Reception and Nursery. Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning and ‘life in all its fullness.’

Children develop a strong sense of moral purpose in addition to a respect for, and understanding of, people. Good mental health, wellbeing and resilience are vital for our children to develop ‘life in all its fullness.’ To that end, our curriculum is underpinned by the support we offer pupils to live healthy and fulfilled lives.

**Introduction**

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children.

We teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

**Vision and Values**

At Bishops Lydeard Church School we strive to make our children passionate for learning and make their learning as much fun and as meaningful and relevant as possible. To that end we make best use of our local context and the resources our community and local and regional area offers. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment.

We nurture our children on their journey and encourage them to be creative, resilient, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures, backgrounds and beliefs. We value positive mental health and well-being and the development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

At Bishops Lydeard Church School our Christian values of ‘Respect, Endurance and Friendship’ permeate all areas of school life and support the delivery of our Christian Vison for ‘life in all its fullness.’

**Aims**

At Bishops Lydeard Church School we offer a balanced and broad based curriculum which enables all pupils to:

• Enjoy learning

• Feel successful in their learning and to promote high self-esteem

• Become creative, independent learners

• Be given significant time to learn new skills and have time to practise those skills

• Have the flexibility to decide how best to learn in different situations

• Know what their strengths are and which areas they need to develop

• Become successful lifelong learners who are able to reach their full potential and always be prepared for the next stage in their learning.

• Be able to evaluate and assess their own learning

• Develop their critical thinking

• Understand and value the importance of truth, fairness, right and wrong

• Nurture positive relationships promoting working co-operatively with one another

• Explore their spiritual, moral, cultural, mental and physical development

• Learn and practise the basic skills of English, Mathematics and Computing

• Makes learning more meaningful by putting it into context

• Challenge themselves and engage themselves in deeper learning

**Organisation and Planning**

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children. Learning is sequential and progressive. Teachers give careful attention to how the curriculum in each subject is planned to ensure that teaching builds upon what pupils already known in order to support them to both know more and remember more. It is in this development of the long term memory that we can be sure that learning has been successful.

The following National Curriculum subjects are taught:

English

Maths

Science

PE

Music

History

Geography

RE

Computing

MFL (French)

Art and Design

Design Technology

PSHE/RSE (Jigsaw)

The Reception and Nursery curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children’s interests.

In KS1 and KS2 our curriculum is planned on a 2 year rolling cycle with an emphasis placed on rich and well-matched experiences, cross curricular links and learning supported by quality texts and other appropriate experiences available in the local and regional area.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum and skills we want the children to learn stipulate the expectations which form the long-term plan from which the teachers craft medium term plans to achieve balance and coverage over a term or half term.

The more detailed weekly/half-termly short term planning will focus on the teaching process. A planning proforma is used throughout the whole school to focus learning expectations and for teachers to map the sequence of learning clearly showing differentiation, teaching assistant direction, assessment opportunities and expected outcomes and resources required.

Each subject has a carefully created skills progression, which teachers use to ensure they are teaching the skills specific to that subject. Teachers have autonomy in terms of timetabling across a half term whilst ensuring full curriculum coverage. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

**EYFS**

During the EYFS, we support all of our pupils to develop positive attitudes towards learning, to be ‘school ready’ and so prepared for the next stage in their educational journey and to become full members of a community in which they will discover ‘life in all its fullness.’ A practical, playful approach to learning, based on the needs and interests of our children, is delivered through topic based planning. We teach children individually, in small groups and in whole class settings. Through a combination of teacher input and continuous provision opportunities, learning is planned to enable children to develop their learning independently through exploration and challenge.

The “Characteristics of Effective Learning” are at the heart of the Early Years Curriculum and explore the different ways in which children learn. They highlight the importance of playing and learning, active learning and thinking critically. All the learning experiences we plan for the children allow them to utilise and develop these skills. Our learning environments, both inside and outside, are stimulating and exciting, and relevant to the needs and age/stage of our children.

**English**

We support all of our pupils to be capable readers, writers, spellers and speakers, who can transfer their English skills to other subjects and who are prepared for the next steps in their learning. We nurture them as eloquent and articulate speakers and writers, who use a wide and purposeful vocabulary. We encourage them as readers, who select texts for purpose and pleasure. Books and reading are at the heart of everything we do. Reading materials are built upon quality picture books, stimulating novels and non-fiction texts. These support children on the journey from reading to writing. Within our timetable, we are committed to providing independent and/or supported reading time on a daily basis. As a school we follow the Talk for Writing process and use RWi for daily phonics teaching. In addition to this, we use accelerated readers in years 2-6. Our reading offer can be found on our website.

**Maths**

We are committed to fostering an enthusiasm for maths. Children will have a secure recall of key mathematical facts and a fluent understanding of concrete calculation. Carefully planned opportunities enable connections to be developed between the maths we learn in school and its real life application of mathematical skills for life. Learning is enhanced by the exploration of mathematical concepts in a range of engaging, purposeful experiences; helping children to become fluent, determined mathematicians, who can confidently explain their understanding and solve problems. As a school we follow the White Rose Scheme for Mathematics. Our mathematics offer can be found on our website.

**Religious Education**

Through the teaching of Religious Education, our pupils are able to articulate how religious faith affects people’s lives, through sensitively asking and answering questions. They use a variety of media, such as art and drama, to enable them to find answers and to support discussions. Pupils have varied opportunities to make links with the wider world and other faiths, whilst at the same time learning skills that will enable them to connect Christian practices, values and beliefs to events and teaching in the Bible. As a school we use the ‘Understanding Christianity’ scheme of learning.

**Science**

We provide a science curriculum that provides opportunities for investigative lessons. Children are exposed to a wide variety of topics that support their natural curiosity for learning. Our curriculum aims to broaden the children’s scientific view of, and respect for, the world around them, whilst promoting a love for enquiry and wanting to explore new things. We want our pupils to develop a love for science that carries through into later life, instilling in them an awareness of how science is relevant in today’s society. We ensure that the Working Scientifically skills are built-on and developed throughout their time here, so that they can independently plan and carry out investigations to answer questions that puzzle them; competently use scientific equipment to measure and record data accurately and have the necessary skills and vocabulary to confidently explain concepts and articulate their findings. As a school, we follow the STEM scheme of learning.

**History**

Our pupils are curious about the past. They enquire about the causes of historical events and understand the impact that these have had. Through their history lessons, pupils learn the variety of ways in which the past is represented and are taught to interpret a range of sources, both primary and secondary. They develop a secure understanding of chronology. The skills acquired in history equip pupils to consider and evaluate current world events and to predict the possible effects these will have on the future.

**Geography**

Our pupils are responsible global citizens, who have a solid understanding of place, and appreciate and respect the diverse cultures and traditions of our world. They understand the role they play in protecting the Earth and its resources. Pupils are taught about the physical features of the Earth and about human activity, including populations, politics and economics. They can compare and contrast world locations and competently use mapping skills. Whenever possible, pupils take part in fieldwork. Pupils use their geographical skills to become active and effective members of their local and world community.

**Computing**

When teaching computing, we equip the children with the skills required to use computers effectively to enable them to maximise their potential. To do so, we deploy teaching strategies that promote resilience, independence, critical thinking, communication skills and problem solving. We ensure that our pupils become confident users of IT and responsible digital citizens, who are ready to meet the challenges of their digital future. As a school, we follow the Wessex Computing scheme of learning. Online safety is embedded in all that we do and also links with our PSHE.

**Physical Education**

We promote an ‘everybody active’ attitude amongst the children, where all pupils develop a keen interest in sport and are willing to partake in sporting activities. We provide a variety of engaging lessons delivered by school staff and external bodies through the REAL PE scheme. The pupils also continue to develop their knowledge and understanding of a wide range of sports, equipping them with the skills they need to access sporting activities. As a school, we follow the REAL PE scheme of learning.

**Art and Design**

It is our belief that all children should have access to an art and design curriculum which fosters a lifelong love and appreciation this subject. We present children with a diverse range of experiences, so that they can experience art and design from different cultures and periods of historical significance. Our curriculum ensures that children’s experiences of this subject will result in them being able to use the visual elements of art and design confidently, in their own work. We expect children to be able to look at an image or a piece of art or design and to understand it, not just react to it. We equip them with the skills required to have an understanding of the language of art and design. This enables them to describe what they see in detail and to provide evidence for their observations.

**Design Technology**

It is our belief that by offering children an inspiring, stimulating and challenging design technology curriculum, we can equip them with the skills and knowledge they will need to thrive in a rapidly advancing technological world. Our design technology curriculum presents our children with experiences which develop their skills. We present them with challenging, relevant projects, which promote, encourage and develop their creativity. Through a diverse range of experiences, we actively encourage our children to be critical thinkers, forward planners and effective problem solvers. We also teach our children to be able to work as capable individuals and valuable, productive team members. Through our design technology curriculum, we teach our children about the impact of design and technology on the lives of people.

**Music**

We provide a music education that gives individuals the confidence to partake in music, promotes self-confidence and gives all pupils a sense of achievement. We do this through providing opportunities for appreciation, composition and singing alongside new opportunities and chances to showcase talents within and beyond our school community. We are committed to inspiring children to develop an interest and appreciation of music, develop creativity, imagination and fostering talents.

**PSHE/RSE and Citizenship**

We provide a curriculum in which PSHE and citizenship are embedded. We use the PSHE JIGSAW scheme. Our subject provision includes opportunities to develop pupils’ spiritual, moral and social cultural development, whilst strongly upholding and promoting our school vision and British Values. This in turn enables all children to develop an understanding of the ever changing world in which we live, develop the skills necessary to take an active role in their community and manage their lives safely and effectively. In addition, we use the Jigsaw programme to teach relationships and health education and sex education as set out in the RSE policy.