



Parish Church of England Primary School

# Rainbow Curriculum Handbook



**Parish C.E Primary School**



## **Introduction to the Rainbow Curriculum:**

Our Rainbow Curriculum has been designed by Parish C of E Primary School to provide a bespoke, unique and exciting learning experience which, through the nurturing of curiosity, aims for our pupils to develop into articulate learners with high aspirations.

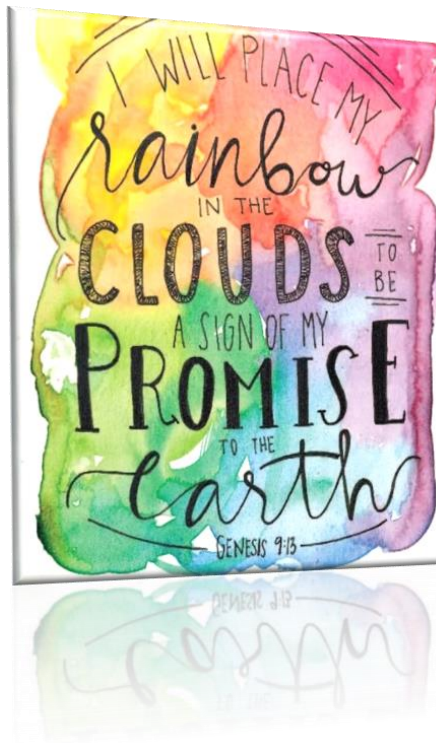
Within this broad and balanced approach, we place an important emphasis on developing resilience and perseverance and promoting wellbeing and health, with reading as the key to everything that we do.

Our 'knowledge-engaged' approach to subject disciplines, provides opportunities to build upon both knowledge and skills. Subjects are discretely taught (using Development Matters and the National Curriculum as a basis and enhanced by carefully selected pedagogical research) and focussed upon progressively developing pupils' knowledge, skills and 'vital vocabulary'; attributes which our pupils can then take on through every step of their academic journey.

All subjects are centrally driven by our seven Rainbow Promises, which permeate throughout everything that we do. Each Promise has a religious foundation, with a carefully considered message from the Bible that promotes our Christian distinctiveness. With all seven Promises woven throughout all subject disciplines, each year group then has a poignant focus Promise, that they explore in depth throughout the year. These interlinked Promises, based on developing both character and spirituality, ensure that the pupils of Parish Primary School accrue the attributes necessary for a happy and successful future based on faith, hope and love in all that they do.

## Purpose

The purpose of our Rainbow Curriculum is to ensure that our children are successful in life and learning, no matter what their starting points and barriers to learning may be. Just as the Rainbow symbolises hope from a Christian perspective, the Rainbow Curriculum is designed to offer our children hope for the future in terms of their achievements and aspirations. As a school, our curriculum sets high expectations for each and every child, meaning that we are relentless in our commitment to overcoming barriers faced by our pupils and to developing children who are self-motivated in their pursuit of learning. In Genesis, God tell us that the Rainbow signifies his promise to the Earth; following his lead, our Rainbow Curriculum signifies our promise to the education of the pupils that we serve.



## Our Curriculum Promises:

Encourage **R**esilience and perseverance

Develop **A**rticulate learners

**I**nfluence aspirations

**N**urture curiosity







Instil **B**ritish and Christian Values

Provide **O**pportunities to build upon knowledge and skills

Promote **W**ellbeing and health

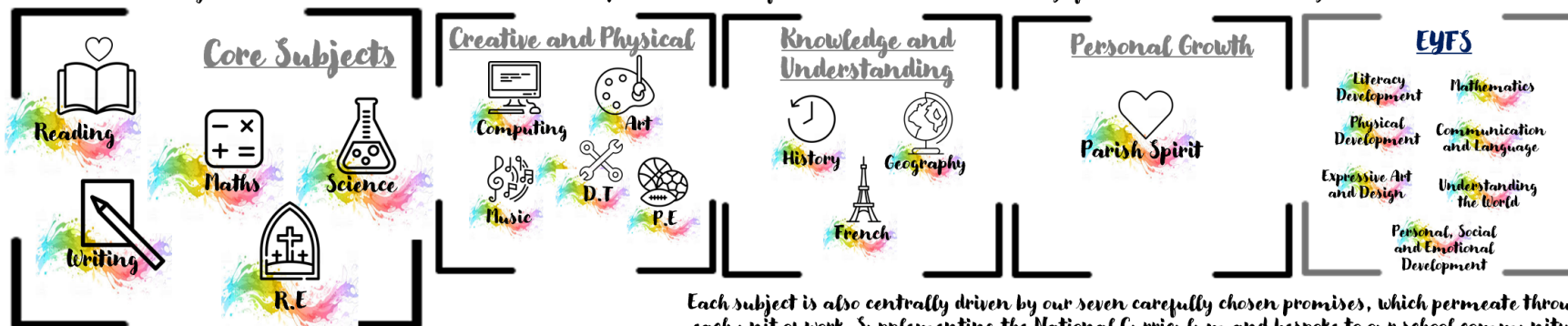


# The Rationale of our Rainbow Promises:

 <b>R = Encourage Resilience and Perseverance</b>  <b>A = Develop Articulate Learners</b>  <b>I = Influence Aspirations</b>  <b>N = Nurture Curiosity</b>  <b>B = Instil British and Christian Values</b>  <b>O = Provide Opportunities to build upon knowledge and skills</b>  <b>W = Wellbeing and Health</b>	 <h2><u>ENCOURAGE RESILIENCE AND PERSEVERANCE</u></h2> <p>At Parish, we know that the pupils who develop the skills of resilience and perseverance will progress and be successful. Consequently, instilling all our pupils with 'growth mindsets' is an embedded part of our daily practise, as we reflect often on the fact that we can do all things through God who strengthens us.</p> <p>We want all our pupils to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, have the perseverance to complete challenging tasks, respond carefully to feedback and take inspiration from others. This will help them to achieve, not only with us, but also in their future lives as adults.</p>	 <h2><u>DEVELOP ARTICULATE LEARNERS</u></h2> <p>At Parish we place oracy at the heart of all we do, as we feel this is vital for the pupils within our community. It is very much woven into the fabric of our school and we value it as part of our culture, not just our curriculum. We endeavour to give pupils a place to talk, a reason to talk and the tools to talk in the classroom and beyond. Through this approach, we strive to develop articulate learners who can express their ideas, thoughts and feelings confidently and clearly. Our 'Speak Its' are embedded throughout all areas of our curriculum, supporting our work with Voice 21 to continually enhance our Oracy offer across school.</p>	 <h2><u>INFLUENCE ASPIRATIONS</u></h2> <p>At Parish we believe it to be our mission to influence children's aspirations for their futures. We realise that studies have shown children's aspirations are often shaped by their background and, importantly, who they know and what they are exposed to. These factors can, and do, go on to influence the academic effort children exert in certain lessons, the subjects they choose to study and the jobs they choose to pursue.</p>
 <h2><u>NURTURE CURIOSITY</u></h2> <p>Children are naturally curious and have a built-in desire to learn first-hand about the world around them. With the needs of our school community in mind, our Rainbow Curriculum has been designed to nurture this curiosity and instil a deep love of learning. Giving our children the opportunity to experience first-hand the wonder of God's beautiful world and to appreciate the incredible accomplishments of human society, is inbuilt in all we do as we strive to ensure that children appreciate 'life in all its fullness'.</p>	 <h2><u>INSTIL BRITISH AND CHRISTIAN VALUES</u></h2> <p>As a Church of England School, our vision (which reflects the vision for Education of the Church of England) is at the heart of all we do.</p> <p>By embedding both British and Christian values throughout our Rainbow Curriculum, we ensure that we educate for community and living well together and for dignity and respect.</p>	 <h2><u>PROVIDE OPPORTUNITIES TO BUILD UPON KNOWLEDGE AND SKILLS</u></h2> <p>Our knowledge-engaged approach to subject disciplines allows children to accrue and build upon carefully selected knowledge and demonstrate understanding through applying this to subject specific skills. There is a carefully planned progression of knowledge, transferrable concepts, skills and vocabulary across each subject area, all of which are taught in discrete subjects.</p> <p>Developing the children's knowledge and skills in this way ensures that learning is retained successfully and can therefore be drawn upon to secure future academic and personal successes.</p>	 <h2><u>WELLBEING AND HEALTH</u></h2> <p>At Parish, this aspect of our Rainbow Curriculum is central to healthy development, the forming of positive relationships, the improvement of employability prospects of our learners and the realisation of rewarding and fulfilling futures.</p> <p>In addition to the obvious subject specific links (i.e. Science and PE) we are incredibly proud of our bespoke Parish Spirit offer, which encompasses both statutory and tailored content based upon the needs of our school community.</p>

# Our Rainbow Curriculum:

In the Early Years Foundation Stage, the delivery of our Rainbow Curriculum begins through our provision across the seven areas of learning and development. We view EYFS as the 'bedrock' of future subject specific learning and as such EYFS pupils explore subject disciplines in an appropriate manner. In Year 1 and beyond, subjects are then discretely taught – all of which have a carefully crafted purpose and are sequenced to be delivered based upon proven research led, pedagogical approaches. Here, the National Curriculum provides the basis for the sequencing of content throughout our Rainbow Curriculum; however, the scope is enriched to reflect the children and community of our school and enhanced by our clear Christian vision.



Each subject is also centrally driven by our seven carefully chosen promises, which permeate throughout each unit of work. Supplementing the National Curriculum and bespoke to our school community, this positively influences not only the content within subject areas but also upon our innovative approaches to teaching and learning. These promises also permeate through everything we do within our Early Years Foundation Stage.







## Resilience and Perseverance

*"Every persistent seeker will discover what he/she longs for."*

*[Matthew 7:8]*



## Articulate Learners

*"Wise speech is rarer and more valuable than gold and rubies."*

*[Proverbs 20:15]*



## Influence Aspirations

*"Don't be afraid. Just believe."*

*[Mark 5:36]*



## Nurture Curiosity

*"Come and see the wonders of God."*

**[Psalm 66:5]**



## British and Christian Values

*"Love one another as I have loved you."*

**[John 13: 34-35]**





## Opportunities to build upon knowledge and skills

*"An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge."*

**[Proverbs 18: 15]**



## Wellbeing and Health

*"Beloved, I pray that you may prosper in all things and be healthy, even as your soul prospers."*

**[Proverbs 18: 15]**











# Curriculum Statements: Core Subjects.



## English

Our teaching of English aims to enable children to enjoy using language in different contexts and have the confidence and ability to do so. We strive to encourage our pupils to become independent, enthusiastic and lifelong readers and writers. Our bespoke writing curriculum, which is text driven, innovative and inspiring - alongside our various strategies and systems for ensuring reading is at the "beating heart" of all that we do - allows us to nurture this love of language and of the subject itself. We aim to equip children with the skills they need to read and write confidently in all areas of the curriculum.

English Rainbow Promises:

 <i>R = Encourage Resilience and Perseverance</i>  <i>A = Develop Articulate Learners.</i>  <i>I = Influence Aspirations.</i>  <i>N = Nurture Curiosity</i>  <i>B = Instil British and Christian Values</i>  <i>O = Provide Opportunities to build upon knowledge and skills</i>  <i>W = Wellbeing and Health</i>	 <b>ENCOURAGE RESILIENCE AND PERSEVERANCE</b> <p>Text driven Curriculum.</p> <p>Basic skills sessions taking place 3 x per week.</p> <p>Read Write Inc. Phonics Programme taught across Key Stage One.</p> <p>High Five Expectations and Zero tolerance spellings.</p> <p>Next step marking and feedback approach.</p>	 <b>DEVELOP ARTICULATE LEARNERS</b> <p>Talk for Writing in Phase 1.</p> <p>Speak It Opportunities</p> <p>Academic keystone words.</p> <p>Vital Vocabulary, planned for units of work.</p> <p>Oracy opportunities woven into our approach. E.g. speak its.</p> <p>Reading around the subject to enhance scientific curiosity.</p> <p>Reading is STEMsational Project.</p> <p>LDST Vocabulary Pledge.</p>	 <b>INFLUENCE ASPIRATIONS</b> <p>Links with local secondary schools.</p> <p>A variety of themed days and events in e.g. Vocabulary Day and Reading is STEMsational Project.</p> <p>Author, poet and illustrator visits.</p> <p>Publishing of children's work and real life writing for a purpose.</p>
 <b>NURTURE CURIOSITY</b> <p>Text driven Curriculum utilises a PIES approach.</p> <p>High quality children's literature used throughout.</p> <p>Beloved books in Phase 1.</p> <p>Use of Curriculum WOWs.</p> <p>Themed writing weeks.</p> <p>Forest School.</p>	 <b>INSTIL BRITISH AND CHRISTIAN VALUES</b> <p><u>Christian Values</u></p> <p>A range of Christian Values woven throughout our text driven Curriculum.</p> <p><u>British Value:</u></p> <p>A range of British Values woven throughout our text driven Curriculum.</p> <p><i>SMSC woven throughout.</i></p>	 <b>PROVIDE OPPORTUNITIES TO BUILD UPON KNOWLEDGE AND SKILLS</b> <p>Subject planning and delivery sequenced and includes:</p> <p>Schema within and across subjects.</p> <p>Retrieval opportunities, including knowledge organisers.</p> <p>GHASP approach to unit delivery.</p> <p>Built around Rainbow Promises.</p>	 <b>WELLBEING AND HEALTH</b> <p><u>Curriculum Content:</u></p> <p>A range of issues pertaining to wellbeing and health are woven throughout our text driven Curriculum.</p> <p><u>Promote Personal Development and Wellbeing by:</u></p> <p>Emphasising the impact of reading on school stakeholder's wellbeing.</p> <p>Strong relationships with parents to develop effective reading routines at home.</p>



## Mathematics

At Parish Church of England Primary school, we provide a high-quality mathematics education utilising a mastery approach so that all children: become fluent in the fundamentals of mathematics; are able to reason mathematically with increasing articulacy; and can solve problems by applying their understanding to a variety of problems. Our inclusive mathematics curriculum provides challenge for all pupils with teachers choosing to progress to new learning only when the majority of learners have a secure understanding. Challenge occurs through depth of understanding with an offer of rich and sophisticated problems rather than new content. Our mathematics curriculum aims to develop the five core mathematical competencies in all of our learners – therefore providing a foundation for our children to understand the world around them knowing both the beauty and power of mathematics in its own right and how it can be applied to other subjects across the curriculum including Science and Computing.

### Mathematics Rainbow Promises:

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 <b>NURTURE CURIOSITY</b> Maths No Problem approach to lesson delivery. 5 part lesson. Problem solving. Maths in Nature cross Forest Schools. Problem solving, pattern seeking and prove the answer to problems.	 <b>INSTIL BRITISH AND CHRISTIAN VALUES</b> <u>Christian Values</u> Courage Endurance. <u>British Value:</u> Rule of Law. Mutual Respect. <i>SMSC woven throughout.</i>	 <b>PROVIDE OPPORTUNITIES TO BUILD UPON KNOWLEDGE AND SKILLS</b> Subject planning and delivery sequenced and includes: Schema within and across subjects. Retrieval opportunities, including knowledge organisers. Built around Rainbow Promises. Use of Timetables Rockstars and NumBots. Context of problems.	 <b>WELLBEING AND HEALTH</b> <u>Curriculum Content:</u> Money Mentors. Application of Mathematics to real life contexts. <u>Promote Personal Development and Wellbeing by:</u> Use of Maths in the wider world.



## Religious Education

The intent of our Religious Education curriculum, reflecting our Christian distinctiveness, is for all of our pupils to acquire and develop a deepening knowledge and understanding of global Christianity, alongside the other principal religions that are represented throughout our multi-cultural world. Our core religious teaching encourages pupils to develop positive attitudes to all aspects of their learning and also to enhance their personal spiritual, moral, social and cultural development—thus providing our learners with the wisdom, knowledge and skills to be a functioning member of society. These attitudes include: self-awareness, respect, open-mindedness and appreciation and wonder. A key feature of our curriculum is within the large number of questions included in each unit, nurturing our children's curiosity around the impact of Religion within their lives. The purpose of these questions is to give pupils the opportunity to investigate, reflect, evaluate and make meaning. In doing so, they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God. Through our RE teaching, we also prepare children for citizenship in today's diverse society and enabling our children to celebrate difference and diversity by developing ways to show respect for others.

### R.E Rainbow Promises:











 <i>R = Encourage Resilience and Perseverance</i>  <i>A = Develop Articulate Learners</i>  <i>I = Influence Aspirations</i>  <i>N = Nurture Curiosity</i>  <i>B = Instil British and Christian Values</i>  <i>O = Provide Opportunities to build upon knowledge and skills</i>  <i>W = Wellbeing and Health</i>	 <b>ENCOURAGE RESILIENCE AND PERSEVERANCE</b> Teaching of key religious skills including to investigate, analyse and question. Study of Bible stories which demonstrate resilience.	 <b>DEVELOP ARTICULATE LEARNERS</b> Opportunities for 'Speak Its' woven throughout our R.E curriculum. Development of key RE skills including to reflect and enquire. Application of religious teaching to real life through discussion and collective worship Opportunity to become a Creation Champion and Worship Warriors as part of Pupil Leadership. LDST Vocabulary Pledge.	 <b>INFLUENCE ASPIRATIONS</b> Visits to 'Places of Worship' (including Christian and those of other faiths) and 'Pots of Gold Experiences.' Opportunities for courageous advocacy within the local and wider community. Opportunity to become a Creation Champion and Worship Warriors as part of Pupil Leadership.
 <b>NURTURE CURIOSITY</b> Visits to 'Places of Worship' (including Christian and those of other faiths) and 'Pots of Gold Experiences.' Study of other faiths and places of worship from other world religions. Opportunity to become a Creation Champion and Worship Warriors through Pupil Leadership. Eight key concepts taught progressively within R.E	 <b>INSTIL BRITISH AND CHRISTIAN VALUES</b> <u>Christian Values:</u> Focus on a variety of Christian Values, throughout all lessons. Extensive opportunities for Courageous Advocacy. <u>British Values:</u> Focus upon tolerance of different cultures and religions. Study of other faiths, with 80/20 teaching split across the school year. SMSC woven throughout.	 <b>PROVIDE OPPORTUNITIES TO BUILD UPON KNOWLEDGE AND SKILLS</b> Use of Understanding Christianity scheme, for in built progression and QUEST structure to lesson delivery. Creation of bespoke knowledge planners and knowledge organisers for all units. Clear schema in place, with use of transferrable concepts and key learning progression to build understanding. Units built around RAINBOW curriculum drivers and use of retrieval activities to support knowledge retention. Built around Rainbow Promises.	 <b>WELLBEING AND HEALTH</b> <u>Curriculum Content:</u> Schemes of work and resources used for both lessons and worship are centred upon developed spirituality. Timetable of collective worship throughout the year. <u>Promote Personal Development and Wellbeing by:</u> Opportunities for spontaneous prayer. Use of classroom reflection area and prayer spaces for each Phase.



## Science

The intention of our Science curriculum is for all of our children to develop an age-appropriate understanding of the knowledge, methods, processes and uses of Science, through the specific disciplines of biology, chemistry and physics. Understanding 'The Bigger Scientific Picture' of their learning will allow our children to develop their own understanding of the impact of Science upon the world around them and answer deepening scientific questions– comprehending that this has implications both today and in the future. Our bespoke curriculum design, promotes children's natural curiosity and excitement of Science with a rich variety of experiences and observations, tailored to the meet the needs of our learners. As children progress through school, they will become more proficient in different types of scientific enquiry, applying their growing knowledge to work scientifically through our knowledge-enabled approach. With rich links to reading and employment in Scientific industries, science capital can be developed while promote positive attitudes to STEM, thus influencing aspirations for future study and employment.

### Science Rainbow Promises:

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 <b>NURTURE CURIOSITY</b> QUEST approach to learning. Opportunities for wider scientific reading. Five strands of scientific enquiry. Subject WOWs. Practical Science expectations throughout the curriculum Home study with practical Science opportunities. STEM Ambassadors.	 <b>INSTIL BRITISH AND CHRISTIAN VALUES</b> <u>Christian Values</u> Creation Endurance. <u>British Value:</u> Mutual respect. <i>SMSC woven throughout.</i>	 <b>PROVIDE OPPORTUNITIES TO BUILD UPON KNOWLEDGE AND SKILLS</b> Subject planning and delivery sequenced and includes: Creation of progressive knowledge planners including Vital Vocabulary. Schema within and across subjects. Opportunities for collaboration. Retrieval opportunities, including knowledge organisers. QUEST approach to lesson delivery. Built around Rainbow Promises.	 <b>WELLBEING AND HEALTH</b> <u>Curriculum Content:</u> Environmental studies, safety, healthy diet and living, importance of exercise, drugs and alcohol impact, lifecycles and reproduction. <u>Promote Personal Development and Wellbeing by:</u> Appreciation of the natural world. Sense of awe and wonder.

# Curriculum Statements: Creative and Physical.



## Computing

The intention of our Computing Curriculum is to prepare our children for a rapidly changing world through the use of technology. Our high-quality Computing Curriculum is designed to enable them to use computational thinking and creativity to further understand the world.

At the core of our Computing Curriculum is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, we intend for our children to use information technology to create programs, systems and a range of content. We aim to ensure that pupils become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

### Computing Rainbow Promises:

<p><b>R</b> – Encourage Resilience and Perseverance</p> <p><b>A</b> – Develop Articulate Learners.</p> <p><b>I</b> – Influence Aspirations</p> <p><b>N</b> – Nurture Curiosity</p> <p><b>B</b> – Instil British and Christian Values.</p> <p><b>O</b> – Provide Opportunities to Build upon Knowledge and Skills</p> <p><b>W</b> – Wellbeing and Health</p>	<p><b>ENCOURAGE RESILIENCE AND PERSEVERANCE</b></p> <p>Approach to teaching and learning, with open ended tasks aimed to encourage resilience and perseverance.</p> <p>Clear development of key concepts, such as debugging, encouraging perseverance throughout the curriculum.</p>	<p><b>DEVELOP ARTICULATE LEARNERS</b></p> <p>Development of practical computing skills such as typing and presentation.</p> <p>Ensuring children are articulate when online, using formal language.</p> <p>Use of Speak Its.</p> <p>LDST Vocabulary Pledge.</p>	<p><b>INFLUENCE ASPIRATIONS</b></p> <p>Links to computing based careers during our annual careers week.</p> <p>Preparation for the world of work and digital careers.</p> <p>Opportunity to become a digital leader.</p>
<p><b>NURTURE CURIOSITY</b></p> <p>Use of a variety of interesting programmes and software including Flowol, Scratch and Kodu.</p> <p>Link to other curriculum areas and the possibility of computing outside of the classroom.</p> <p>Ability to create and be naturally curious to explore online and through programmes.</p>	<p><b>INSTIL BRITISH AND CHRISTIAN VALUES</b></p> <p><u>Christian Values</u></p> <p>Through online safety:</p> <p>Love, trust, friendship.</p> <p><u>British Value:</u></p> <p>Mutual respect.</p> <p>Rule of laws</p> <p>Individual liberty</p> <p><i>SMSC woven throughout.</i></p>	<p><b>PROVIDE OPPORTUNITIES TO BUILD UPON KNOWLEDGE AND SKILLS</b></p> <p>Subject planning and delivery sequenced and includes:</p> <p>Creation of progressive knowledge planners using NCCE.</p> <p>Schema within and across subjects.</p> <p>Opportunities for collaboration.</p> <p>Retrieval opportunities built into units.</p> <p>Built around Rainbow Promises.</p>	<p><b>WELLBEING AND HEALTH</b></p> <p><u>Curriculum Content:</u></p> <p>E-Aware and how to be safe online.</p> <p>Safer Internet Day.</p> <p><u>Promote Personal Development and Wellbeing by:</u></p> <p>Consideration of opportunities to use modern technology to assist us in maintaining our physical and mental health.</p>



The intention of our Art curriculum is to ensure all pupils produce creative, imaginative work. Children at Parish are able to explore their ideas and record their experiences (beginning in EYFS in class portfolios and progressing to independent sketchbook work), as well as exploring the work of others and evaluate different creative ideas. In addition to this, children will progressively develop their confidence and proficiency in a variety of techniques including drawing, painting, 3D, printing, collage and digital media. They will also develop their knowledge of famous artists, designers and craft makers. We have chosen to deliver art thematically through religion/culture, curriculum links and art appreciation to encourage them to naturally become more curious about the world and retrieve key knowledge.

#### Art Rainbow Promises:

 <b>R = Encourage Resilience and Perseverance</b>  <b>A = Develop Articulate Learners</b>  <b>I = Influence Aspirations</b>  <b>N = Nurture Curiosity</b>  <b>B = Instil British and Christian Values</b>  <b>O = Provide Opportunities to build upon knowledge and skills</b>  <b>W = Wellbeing and Health</b>	 <b>ENCOURAGE RESILIENCE AND PERSEVERANCE</b> <p>Within EYFS, focus on 'Expressive Art and Design' through our Ateliers promotes independent exploration.</p> <p>From KS1, our bespoke QUEST approach to lesson delivery allows pupils to follow their own ideas and express themselves freely.</p> <p>Use of sketch books encourages perseverance in developing and improving work over a period of time.</p> <p>Intrinsic learning from mistakes is celebrated.</p>	 <b>DEVELOP ARTICULATE LEARNERS</b> <p>Reflection and evaluation of own and peers' work using progressive sentence stems.</p> <p>Use of 'Speak Its'.</p> <p>LDST Vocabulary Pledge.</p> <p>Art Reading Spine to develop vocabulary.</p>	 <b>INFLUENCE ASPIRATIONS</b> <p>Art appreciation learning about famous artists, sculptors and architects.</p> <p>Opportunity to have work published in World of Glass Exhibition.</p> <p>Links to local artists, such as Tommy Leonard.</p> <p>Study of real-life artistic jobs such as architecture and graphic design.</p>
 <b>NURTURE CURIOSITY</b> <p>Use of Learning Quests.</p> <p><u>Art delivered through three strands of:</u></p> <p>Art Appreciation</p> <p>Curriculum Links</p> <p>Other Religions and Cultures.</p>	 <b>INSTIL BRITISH AND CHRISTIAN VALUES</b> <p><u>Christian Values</u></p> <p>Creativity</p> <p>Perseverance</p> <p><u>British Value:</u></p> <p>Individual liberty.</p> <p>Tolerance of other cultures/religions.</p> <p><i>SMSC woven throughout.</i></p>	 <b>PROVIDE OPPORTUNITIES TO BUILD UPON KNOWLEDGE AND SKILLS</b> <p>Subject planning and delivery sequenced and includes:</p> <p>Creation of progressive knowledge planners including Vital Vocabulary.</p> <p>Schema within and across subjects.</p> <p>Opportunities for collaboration.</p> <p>Retrieval opportunities, including knowledge organisers.</p> <p>Built around Rainbow Promises</p>	 <b>WELLBEING AND HEALTH</b> <p><u>Curriculum Content:</u></p> <p>Appreciation of Art in nature including use of Forest Schools.</p> <p><u>Promote Personal Development and Wellbeing by:</u></p> <p>Art for mindfulness and relaxation.</p> <p>Sense of accomplishment in seeing the journey of an idea to the creation of a finished piece.</p>





The intention of the Music curriculum is for all children to develop a knowledge of the interrelated dimensions of music through discrete units of work. They will be encouraged to develop a love of music and their skills as musicians through a creative and engaging curriculum supported by various expertly produced resources. The children will listen critically to and engage in a variety of musical genres. They will be encouraged to explore their own thoughts and feelings in response to music from a variety of genres and historical eras. Alongside the teaching of knowledge, skills and understanding within the subject, it is our aim to promote positive mental health and well-being in all pupils through the development of SMSC within the listening and appraising section of the lessons.

Music Rainbow Promises:

 <i>R = Encourage Resilience and Perseverance</i>  <i>A = Develop Articulate Learners.</i>  <i>I = Influence Aspirations</i>  <i>N = Nurture Curiosity</i>  <i>B = Instil British and Christian Values</i>  <i>O = Provide Opportunities to build upon knowledge and skills</i>  <i>W = Wellbeing and Health</i>	 <b>ENCOURAGE RESILIENCE AND PERSEVERANCE</b> <p>Wider opportunities for learning how to play a musical instrument across all KS2 classes. Focus on developing confidence to perform with musical showcases.</p>	 <b>DEVELOP ARTICULATE LEARNERS</b> <p>In built opportunities within music lessons to discuss, compare and critique different musical genres and the history of famous composers. Nursery Rhyme Progression across Phase 1. Use of Speak Its across units of work. LDST Vocabulary Pledge.</p>	 <b>INFLUENCE ASPIRATIONS</b> <p>Aspirations to play an instrument and take part in extra-curricular options. Pots of Gold Experiences including visits to the Philharmonic Hall (Y2), Clonter Opera (Y5) and to watch a musical at the theatre (Y6). Termly study of key musical figures to influence aspirations Peripatetic teacher used to enhance curriculum offer—all classes twice per year.</p>
 <b>NURTURE CURIOSITY</b> <p>Careful selection of units to nurture curiosity of musical genres. Opportunities to play new instruments within the curriculum across KS2. Provision of musical clubs including choir and extended music provision. Pots of Gold Experiences including visits to the Philharmonic Hall (Y2), Clonter Opera (Y5) and to watch a musical at the theatre (Y6).</p>	 <b>INSTIL BRITISH AND CHRISTIAN VALUES</b> <p><u>Christian Values</u> Creativity. Love. <u>British Value:</u> Individual Liberty. <i>SMSC woven throughout.</i></p>	 <b>PROVIDE OPPORTUNITIES TO BUILD UPON KNOWLEDGE AND SKILLS</b> <p>Subject planning and delivery sequenced and enhanced through Charanga, including: Schema within and across subjects. Opportunities for collaboration. Built around Rainbow Promises.</p>	 <b>WELLBEING AND HEALTH</b> <p><u>Curriculum Content:</u> Choice of Charanga units. <u>Well-Being:</u> The positive impact of music on mental health and wellbeing.</p>



The intention of our physical education curriculum is to develop physical literacy through a holistic, knowledge-based design.

In EYFS, our children develop their fine and gross motor skills in order to participate in non-sport specific team and individual games. At KS1, we aim to provide children with the foundations to become adept at a wide range of sports through a broad, non-sport specific approach to PE. In KS2 we combine the knowledge and skills developed at KS1 with a sport specific approach to prepare the children for competitive events, including swimming lessons in each year group. We have strong links with many clubs in our local community that enable our children to take their skills further with specialist coaches. An important part of PE delivery at Parish, is teaching the pupils the importance of looking after their own body, and the benefits of exercise and a balanced diet.

#### P.E Rainbow Promises:

 <b>R</b> = Encourage Resilience and Perseverance  <b>A</b> = Develop Articulate Learners.  <b>I</b> = Influence Aspirations  <b>N</b> = Nurture Curiosity  <b>B</b> = Instil British and Christian Values  <b>O</b> = Provide Opportunities to build upon knowledge and skills  <b>W</b> = Wellbeing and Health	 <b>ENCOURAGE RESILIENCE AND PERSEVERANCE</b> Key sports people woven throughout Curriculum. Use of Active Hope (Which Way Now) for orienteering and team activities. Timetable of year group and phase competitions. Participation in St Helens School Games competitions.	 <b>DEVELOP ARTICULATE LEARNERS</b> Vital Vocabulary. Reflection upon partner performance and articulate key coaching points. Links to Scientific vocabulary. LDST Vocabulary Pledge.	 <b>INFLUENCE ASPIRATIONS</b> Key sports people woven throughout Curriculum. Opportunities to learn and experience new sports. Annual events (including Month of Sports and Sports Day). Competitive sports encouraging a will to win, including St Helens School Games. Dance events and performances.
 <b>NURTURE CURIOSITY</b> Two P.E lessons per week to encourage scope of sports covered. Curriculum planned around a variety of sports many of which children may never have tried before. Extra-curricular provision with extended opportunities.	 <b>INSTIL BRITISH AND CHRISTIAN VALUES</b> <u>Christian Values:</u> Resilience and Endurance. Humility. Trust. Compassion. <u>British Values:</u> Rule of Law (around rules of games) Mutual Respect (for fellow participants and team mates). SMSC woven throughout.	 <b>PROVIDE OPPORTUNITIES TO BUILD UPON KNOWLEDGE AND SKILLS</b> Build on skills development through Get Set PE enhancements mapped onto knowledge planners. KS1— skill based, building foundations for competitive games. KS2—variety of sports to apply to. Opportunities for collaboration. Built around Rainbow Promises.	 <b>WELLBEING AND HEALTH</b> <u>Curriculum Content:</u> Two one hour P.E lessons per week. Importance of P.E to stay fit and healthy. Offer of extra curricular clubs. Links to Science. Forest School provision. <u>Well-Being:</u> Love of sports to stay fit and healthy. Weekly Wiggle Wednesdays with specialist dance teacher.



# Design Technology

The intention of our Design Technology curriculum is to encourage children to foster an interest in designing and making, whilst developing their curiosity about how different technologies operate within the wider world around them. This allows children to utilise their own creativity and imagination to design, make and evaluate real-life products, that have been carefully selected to make cross-curricular links throughout our Curriculum and support retrieval. Our bespoke Curriculum design ensures that children take part in focused purposeful tasks in which they progressively develop practical skills and technical knowledge, spanning across the four disciplines of food, textiles, structures and mechanisms throughout each year group. Each of the units follow a clear design process adhering to a strict design brief; through discussion and research, designing and making, evaluating and modifying their work, children record their achievements in individual pupil workbooks.

## Design Technology Rainbow Promises:

 <b>R = Encourage Resilience and Perseverance</b>  <b>A = Develop Articulate Learners.</b>  <b>I = Influence Aspirations</b>  <b>N = Nurture Curiosity</b>  <b>B = Instil British and Christian Values</b>  <b>O = Provide Opportunities to build upon knowledge and skills</b>  <b>W = Wellbeing and Health</b>	 <b>ENCOURAGE RESILIENCE AND PERSEVERANCE</b> <p>Within EYFS, focus on 'Expressive Art and Design' through our Ateliers promotes independent exploration through use of loose parts and junk modelling.</p> <p>From KS1, our bespoke QUEST approach to lesson delivery allows pupils to follow their own ideas and express themselves freely. Use of individual pupil work books to persevere in developing and improving work over a period of time.</p> <p>Open ended, design-brief led tasks, promoting creativity from each individual child. Intrinsic learning from mistakes is celebrated.</p>	 <b>DEVELOP ARTICULATE LEARNERS</b> <p>Reflection and evaluation of own and peers' work using progressive sentence stems.</p> <p>Use of 'Speak Its'.</p> <p>LDST Vocabulary Pledge.</p>	 <b>INFLUENCE ASPIRATIONS</b> <p>Real-life design tasks and scenarios chosen for tasks.</p> <p>Planning linked to careers within design.</p>
 <b>NURTURE CURIOSITY</b> <p>Use of Learning Quests.</p> <p>Exploration with materials, tools and resources.</p> <p><u>D.T delivered through four areas of:</u></p> <p>Food.</p> <p>Textiles.</p> <p>Structures.</p> <p>Mechanisms.</p>	 <b>INSTIL BRITISH AND CHRISTIAN VALUES</b> <p><u>Christian Values</u></p> <p>Creativity</p> <p>Perseverance</p> <p>Food linked to harvest time.</p> <p><u>British Value:</u></p> <p>Individual liberty.</p> <p>Tolerance of other cultures/religions.</p> <p><i>SMSC woven throughout.</i></p>	 <b>PROVIDE OPPORTUNITIES TO BUILD UPON KNOWLEDGE AND SKILLS</b> <p>Subject planning and delivery sequenced and includes:</p> <p>Creation of progressive knowledge planners including Vital Vocabulary.</p> <p>Opportunities for collaboration.</p> <p>Retrieval opportunities, including knowledge organisers.</p> <p>Built around Rainbow Promises.</p>	 <b>WELLBEING AND HEALTH</b> <p><u>Curriculum Content:</u></p> <p>Enjoyment of design.</p> <p>Links to healthy eating.</p> <p><u>Promote Personal Development and Wellbeing by:</u></p> <p>Sense of accomplishment in seeing the journey of an idea to the creation of a finished piece.</p>

# Curriculum Statements: Knowledge and Understanding.



## History

The intention of our History curriculum is for our children to begin to understand the impact of both British and World History upon our lives today by learning about significant events, people and changes from the past. Through the study of carefully selected Historical units and Historical figures (chosen to meet our bespoke community needs), our children are able to coherently recall key knowledge whilst also developing their skills of communication and historical enquiry skills by interpreting and analysing a range of sources. By the end of KS2, our children will begin to piece together how significant periods of History have impacted upon one another applying a deepening understanding of chronological frameworks. They will be curious about the role of History within their lives today and how it has impacted upon their own identity.

### History Rainbow Promises:

 R = Encourage Resilience and Perseverance  A = Develop Articulate Learners.  I = Influence Aspirations.  N = Nurture Curiosity  B = Instil British and Christian Values  O = Provide Opportunities to build upon knowledge and skills.  W = Wellbeing and Health.	 <b>ENCOURAGE RESILIENCE AND PERSEVERANCE</b> <p>It provides pupils with the 'big picture' - they are part of a larger narrative. We encourage pupils with the stories of people who have endured tough times through the selection of carefully chosen historical figures whom are studied within the curriculum, (for example Nelson Mandela and Martin Luther King).</p> <p>It enables pupils to learn from mistakes that have been made throughout the history of periods studied.</p>	 <b>DEVELOP ARTICULATE LEARNERS</b> <p>Progressive teaching of Vital Vocabulary across units.</p> <p>Use of exit tasks to allow pupils to articulate their understanding.</p> <p>Opportunities for oracy within lessons through use of Speak Its.</p> <p>Schema of key concepts, to build conceptual understanding.</p> <p>LDST Vocabulary Pledge.</p>	 <b>INFLUENCE ASPIRATIONS</b> <p>Selection of carefully chosen historical figures, taught within the curriculum, including National Heroes.</p> <p>Links to careers within History made explicit.</p>
 <b>NURTURE CURIOSITY</b> <p>Use of subject WOWs to introduce topic and create curiosity around the subject.</p> <p>Incorporation of Historical sources within lessons.</p> <p>Core curriculum reading spine to ensure reading around the subject is embedded.</p>	 <b>INSTIL BRITISH AND CHRISTIAN VALUES</b> <p><u>Christian Values:</u></p> <p>Christian Values included on all subject planners. Examples include:</p> <p>Compassion.</p> <p>Hope.</p> <p>Wisdom.</p> <p><u>British Values:</u></p> <p>Tolerance of other cultures and religions.</p> <p><i>SMSC woven throughout.</i></p>	 <b>PROVIDE OPPORTUNITIES TO BUILD UPON KNOWLEDGE AND SKILLS</b> <p>Subject planning and delivery sequenced and includes:</p> <p>Creation of progressive knowledge planners including Vital Vocabulary.</p> <p>Schema within and across subjects.</p> <p>Opportunities for collaboration.</p> <p>Retrieval opportunities, including knowledge organisers.</p> <p>QUEST approach to lesson delivery.</p> <p>Built about Rainbow Promises.</p>	 <b>WELLBEING AND HEALTH</b> <p><u>Curriculum Content:</u></p> <p>Exploration of the plight of human existence across a wide period of time allows children to place their own existence into context, creating a innate sense of centrality, purpose and wellbeing.</p>



## Geography

The intention of our Geography curriculum is for our children to have a growing knowledge of 'locations, places and regions' on a local, national and international scale through the study of significant Geographical topics. Beginning on a local and national scale before broadening to an understanding of carefully selected diverse places, people and resources spanning the globe, this fundamental knowledge of 'location, place and region' is progressively built upon through a deepening understanding of Human and Physical Geography alongside the application of key geographical skills throughout all units. By the end of KS2, our children will begin to appreciate the influence of both humans and movement of people, enabling them to become geographically aware of the world around them today. We strive for our children to be environmentally sustainable, 21st century citizens, that can begin to appreciate our ever-changing world—something our children will take with them for the rest of their lives.

### Geography Rainbow Promises:

 <b>R = Encourage Resilience and Perseverance</b>  <b>A = Develop Articulate Learners</b>  <b>I = Influence Aspirations</b>  <b>N = Nurture Curiosity</b>  <b>B = Instil British and Christian Values</b>  <b>O = Provide Opportunities to build upon knowledge and skills</b>  <b>W = Wellbeing and Health</b>	 <b>ENCOURAGE RESILIENCE AND PERSEVERANCE</b> <p>How to overcome adversity through discrete topics such as Natural Disasters and Mountains, through resilience and perseverance.</p> <p>Completion of fieldwork activities, showing resilience to use a variety of geographical tools and equipment.</p>	 <b>DEVELOP ARTICULATE LEARNERS</b> <p>Academic keystone words.</p> <p>Progressive teaching of Vital Vocabulary across units.</p> <p>Use of exit tasks to allow pupils to articulate their understanding</p> <p>Opportunities for oracy opportunities within lessons, including Speak Its.</p> <p>Schema of key concepts, to build conceptual understanding (including fieldwork).</p> <p>LDST Vocabulary Pledge.</p>	 <b>INFLUENCE ASPIRATIONS</b> <p>Careful selection of topics, across a wide range of cultures, countries and locations.</p> <p>Opportunity to become a Creation Champion.</p> <p>Links to careers within Geography made explicit.</p>
 <b>NURTURE CURIOSITY</b> <p>Use of subject WOWs to introduce topic and create curiosity around the subject.</p> <p>Progression of maps and atlases studied within topics, including online Digi Maps.</p> <p>Core curriculum reading spine to ensure reading around the subject is embedded.</p>	 <b>INSTIL BRITISH AND CHRISTIAN VALUES</b> <p><u>Christian Values:</u></p> <p>Christian Values included on all subject planners. Examples include:</p> <p>Compassion.</p> <p>Hope.</p> <p>Wisdom.</p> <p><u>British Values:</u></p> <p>Tolerance of other cultures and religions.</p> <p>SMSC woven throughout.</p>	 <b>PROVIDE OPPORTUNITIES TO BUILD UPON KNOWLEDGE AND SKILLS</b> <p>Subject planning and delivery sequenced and includes:</p> <p>Creation of progressive knowledge planners including Vital Vocabulary.</p> <p>Schema within and across subjects.</p> <p>Opportunities for collaboration.</p> <p>Retrieval opportunities, including knowledge organisers.</p> <p>QUEST approach to lesson delivery.</p> <p>Built about Rainbow Promises.</p>	 <b>WELLBEING AND HEALTH</b> <p><u>Curriculum Content:</u></p> <p>Wider fieldwork opportunities outside.</p> <p><u>Promote Personal Development and Wellbeing by:</u></p> <p>. Appreciation of the world around us.</p>



## Modern Foreign Languages

The chosen language for our MFL curriculum is French, delivered by a subject specialist from the Janet Lloyd Primary Languages Network. The content of our curriculum is mapped progressively, within the four areas of language, speaking, listening, reading and writing. Although non-statutory, French is introduced in KS1, as it allows our children to have a great starting point in learning a language and means our children begin to develop their knowledge, primarily within the areas of speaking and listening. Building on the knowledge accrued within Key Stage 1, reading and writing are progressively taught alongside speaking and listening, throughout Key Stage 2, for 30 minutes per week. The learning of a language also promotes global citizenship, developing cultural understanding and providing our children with a deeper insight into beliefs, customs and cultures within the world around them. This is an integral part of our Parish Spirit Curriculum.

Modern Foreign Languages Rainbow Promises:

 <b>R</b> = Encourage Resilience and Perseverance  <b>A</b> = Develop Articulate Learners  <b>I</b> = Influence Aspirations  <b>N</b> = Nurture Curiosity  <b>B</b> = Instil British and Christian Values  <b>O</b> = Provide Opportunities to build upon knowledge and skills  <b>W</b> = Wellbeing and Health	 <p><b>ENCOURAGE RESILIENCE AND PERSEVERANCE</b></p> <p>Resilience is needed in progressing to learn a language over time.</p> <p>Resilience is needed in finding the 'courage' to speak a language in front of peers and native speakers.</p>	 <p><b>DEVELOP ARTICULATE LEARNERS</b></p> <p>Aspirational and challenging content supported by the Primary Language Networks.</p> <p>Extensive opportunities for oracy woven throughout the curriculum as a key strand of learning.</p> <p>LDST Vocabulary Pledge.</p>	 <p><b>INFLUENCE ASPIRATIONS</b></p> <p>Discussion of jobs incorporating the importance of speaking a foreign language.</p> <p>Partner school links with both international and local schools.</p> <p>Promote a desire and opportunities for international travel.</p> <p>Activities towards International Schools Award, such as Come Fly with Me Week.</p>
 <p><b>NURTURE CURIOSITY</b></p> <p>Activities towards International Schools Award, including study of Chinese New Year and Come Fly with Me Week.</p> <p>Learning about other cultures and traditions woven throughout the curriculum preparing children for life in Modern Britain.</p> <p>Knowledge about the world around us.</p>	 <p><b>INSTIL BRITISH AND CHRISTIAN VALUES</b></p> <p><u>Christian Values</u></p> <p>Endurance.</p> <p>Determination.</p> <p><u>British Value:</u></p> <p>Tolerance of different cultures and religions.</p> <p><i>SMSC woven throughout, including the role of Global Citizenship.</i></p>	 <p><b>PROVIDE OPPORTUNITIES TO BUILD UPON KNOWLEDGE AND SKILLS</b></p> <p>Subject planning and delivery sequenced and includes:</p> <p>Creation of progressive knowledge planners.</p> <p>Schema within and across subjects.</p> <p>Opportunities for collaboration.</p> <p>Retrieval opportunities, including knowledge organisers.</p> <p>Built around Rainbow Promises.</p>	 <p><b>WELLBEING AND HEALTH</b></p> <p><u>Curriculum Content:</u></p> <p>Learning about the lifestyles of others e.g. French Culture and reflecting on own positive lifestyle choices.</p> <p><u>Promote Personal Development and Wellbeing by:</u></p> <p>Deep sense of pride and accomplishment with communicating with someone in a foreign language.</p>















# Curriculum Statement: Personal Growth.



## Parish Spirit

At Parish CE Primary School, we believe that Parish Spirit helps our pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. It also helps them to develop the qualities and attributes they need as individuals, family members and also members of wider society. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, Parish Spirit can tackle barriers to learning, raise aspirations, and ultimately improve the life chances of all. We believe there is 'Parish Spirit' in us all, preparing our children for 'Life in Modern Britain.'

### Parish Spirit Rainbow Promises:

 <b>R</b> = Encourage Resilience and Perseverance  <b>A</b> = Develop Articulate Learners.  <b>I</b> = Influence Aspirations  <b>N</b> = Nurture Curiosity  <b>B</b> = Instil British and Christian Values  <b>O</b> = Provide Opportunities to build upon knowledge and skills.  <b>W</b> = Wellbeing and Health	 <b>ENCOURAGE RESILIENCE AND PERSEVERANCE</b> <p>The scope of our bespoke Parish Spirit provision promotes resilience and perseverance at every level.</p> <p>HeartSmart through Study of Unit: No Way Through, Isn't True (There is a way through every situation, no matter how impossible it may seem).</p> <p>Team Work Activities including Active Hope in Year 4. Parish University across Phase 3.</p>	 <b>DEVELOP ARTICULATE LEARNERS</b> <p>Speak Its.</p> <p>Reading Spine (centered around equality, diversity) to promote discussion.</p> <p>Fake is a Mistake (How to bravely communicate truth of who we are).</p> <p>LDST Vocabulary Pledge.</p> <p>Picture News used once per week to develop articulate learners across classes.</p>	 <b>INFLUENCE ASPIRATIONS</b> <p>The scope of our bespoke Parish Spirit provision influences aspirations at every level.</p> <p>Reception and Nursery study people who help us in Autumn Term.</p> <p>Parish University.</p> <p>Year 6 'Business Brains' project.</p> <p>Pupil Leadership.</p> <p>Annual careers week.</p>
 <b>NURTURE CURIOSITY</b> <p>The scope of our bespoke Parish Spirit nurtures curiosity at every level.</p> <p>Christian underpinning, driven by life in all its fullness.</p> <p>Our Parish Spirit Reading Spine, encourages child to be outward looking and curious about the diverse world around them.</p>	 <b>INSTIL BRITISH AND CHRISTIAN VALUES</b> <p>Through our HeartSmart scheme.</p> <p><u>Christian Values:</u></p> <p>All values covered throughout the year both in lessons and through collective worship.</p> <p><u>British Values:</u></p> <p>All values covered throughout the year.</p> <p>Democracy through choice of activities such as circle time and a focus week.</p> <p>Tolerance of other faiths.</p> <p><i>SMSC woven throughout.</i></p>	 <b>PROVIDE OPPORTUNITIES TO BUILD UPON KNOWLEDGE AND SKILLS</b> <p>All values covered throughout the year.</p> <p>HeartSmart spiral curriculum taught through five core themes.</p> <p>Built around Rainbow Promises.</p> <p>Schema within and across subjects.</p> <p>Opportunities for collaboration.</p> <p>Christopher Winters Scheme for teaching of RHSE.</p>	 <b>WELLBEING AND HEALTH</b> <p>HeartSmart.</p> <p>Courageous Advocacy.</p> <p>SRE.</p> <p>Active Hope.</p> <p>First Aid.</p> <p>Money Mentors.</p> <p>Christopher Winters Scheme (RHSE).</p> <p>E-Aware.</p> <p>Behaviour approaches.</p> <p>Wider external visitors.</p>



# Curriculum Statements: Early Years Foundation Stage.

The intention of our Early Years curriculum is to teach key knowledge which will help to develop fundamental skills across the seven areas of development and beyond. We want to give each child a positive and meaningful start to their school life, in which they can establish solid foundations on which to develop into independent and fearless lifelong learners. Our bespoke seven rainbow promises permeate through everything we do. We demonstrate this through rich and stimulating play, following the EYFS Framework and using Development Matters as a supporting document.

Early Years Foundation Stage Rainbow Promises:

 <b>R = Encourage Resilience and Perseverance</b>  <b>A = Develop Articulate Learners.</b>  <b>I = Influence Aspirations.</b>  <b>N = Nurture Curiosity</b>  <b>B = Instil British and Christian Values</b>  <b>O = Provide Opportunities to build upon knowledge and skills</b>  <b>W = Wellbeing and Health</b>	 <p><b>ENCOURAGE RESILIENCE AND PERSEVERANCE</b></p> <p>Structured routines</p> <p>Rainbow Challenges within continuous provision. Challenges develop resilience and perseverance through open-ended tasks and investigations.</p> <p>Use of Maths No Problem incorporating manipulatives within Mathematics.</p>	 <p><b>DEVELOP ARTICULATE LEARNERS</b></p> <p>'Speak It' Opportunities.</p> <p>Talk for Writing.</p> <p>Word-Aware Approach.</p> <p>Early Talk Boost.</p> <p>NELI Programme.</p> <p>Daily Mathematics Meeting.</p> <p>Beloved books and Nursery Rhyme Progression.</p> <p>Use of Picture News.</p>	 <p><b>INFLUENCE ASPIRATIONS</b></p> <p>Study and visits from people who help us in our wider community.</p> <p>Pots of Gold Experiences.</p>
 <p><b>NURTURE CURIOSITY</b></p> <p>Characteristics of Effective Learning (engagement, motivation and thinking) and areas of learning.</p> <p>Rainbow Challenges.</p> <p>Forest School and outdoor learning.</p> <p>Pots of Gold Experiences.</p> <p>Home Study supporting Characteristics of Effective Learning.</p> <p>Reading Spines incorporated into all areas of provision.</p>	 <p><b>INSTIL BRITISH AND CHRISTIAN VALUES</b></p> <p><u>Christian Values:</u></p> <p>All values covered throughout the year both in lessons and through collective in class worship in class.</p> <p><u>British Values:</u></p> <p>All values covered throughout the year.</p> <p>Focus on Church Calendar.</p> <p>SMSC woven throughout.</p>	 <p><b>PROVIDE OPPORTUNITIES TO BUILD UPON KNOWLEDGE AND SKILLS</b></p> <p>Discipline 'knowledge planners' created for all areas of learning, with collaboration between EYFS Team and subject champions. The intent is to prepare our learners for the next stage of their education. Reading as the 'Beating Heart of all that we do.'</p> <p>Reggio Emilia inspired approach.</p> <p>Built around Rainbow Promises.</p>	 <p><b>WELLBEING AND HEALTH</b></p> <p>Wellbeing and Health a focus Rainbow Promise for Curriculum Design Choices.</p> <p>Personal Hygiene routines.</p> <p>Dental Health focus.</p> <p>Delivery of Parish Spirit.</p> <p>Focus on Physical Development.</p> <p>Forest School and outdoor evening.</p>



## Our 'Pots of Gold' Experiences:

These experiences are a key component of our Nurture Curiosity Promise.

Year Group	Pot of Gold 1:	Pot of Gold 2:	Details	Rationale	Gifts of Gold:
Nursery	Visit Parish Church	Down on the Farm	Acorn Farm	To allow children to visit a rural setting and encounter common British farm animals.	Mary's Meals ("It's not nice to be hungry.")
Reception	Visit Parish Church	Reach for the Skies	Manchester Airport	To explore the world of aviation and influence aspirations in terms of the world of possibilities air travel offers.	North West Air Ambulance ("People who help us are heroes!")
Year 1	Visit different churches from different Christian denominations across St Helens	Animal Adventure	Knowsley Safari Park	To encounter wild animals, often only seen on TV or films, in real life.	Adopt an Animal at Knowsley Park ("God made such beautiful creatures.")
Year 2	Visit different churches from different Christian denominations across St Helens	Beach Life	Investigate Southport Beach and have an ice cream on the pier.	To allow children to visit a beach (perhaps for the first time) and to discuss sand, the ocean and common wildlife.	Guide Dogs ("Dogs are a man's best friend").
Year 3	Visit a Hindu Temple	Forest Fun	'Winter Warmer' experience including den building and campfires.	To allow children to encounter a forest setting (perhaps for the first time). To foster teamwork and inspire a love of 'the great outdoors'.	The Hope Centre ("We should help those around us")
Year 4	Visit Liverpool Mosque	City Explorers	Visit Liverpool Museum and then go for a ride on a ferry across the Mersey.	To allow children to visit a big city and experience the buzz of busy city life. To nurture curiosity into the history of Liverpool itself, to appreciate the architecture and ponder on how Liverpool's docks played a crucial part in our Northern heritage.	Young Carers ("Let's give us some hope.")
Year 5	Visit Manchester Synagogue and Museum	Musical Magic and World of Wow	Liverpool Philharmonic Hall and World Museum	Inspire awe and wonder and an appreciation of culture and history across the ages.	Willowbrook Hospice (Supported by the Young Leaders Award). ("Let's show love to those who are poorly or have lost someone poorly.")
Year 6	Faith Living Room Workshop	In the Spotlight	Salford Media City	To influence aspirations to a career 'in the spotlight'!	Teardrops ("They help us so we must help them.")



# Some Special Features:



These experiences are a key component of our Rainbow Curriculum, that supplement our Core Curriculum Offer.

## Encourage Resilience and Perseverance:

Looked at by all but a special focus for Y1.

Close links with Imagine.

Young Leaders Award



## Develop Articulate Learners:

Looked at by all but a special focus for Y2.

Class assemblies, poetry recitals and religious performances at our beautiful Church.

Speak Its across school.



## Influence Aspirations:

Looked at by all but a special focus for Y6.

Parish University for Y4/Y5/Y6.

Annual careers week.

Author, poet and illustrator visits.



## Nurture Curiosity:

Looked at by all but a special focus for EYFS.

Commitment to Subject WOLs.

Pots of Gold Experiences.

Forest School across EYFS.



## Instil British and Christian Values:

Looked at by all but a special focus for Y3.

Events across the religious calendar.

Courageous advocacy.

Pupil leadership.



## Provide Opportunities to build upon knowledge and skills:

Looked at by all but a special focus for Y5.

Knowledge-enabled curriculum

Research-led teaching and learning approaches.

Home study and study skills.



## Wellbeing and Health:

Looked at by all but a special focus for Y4.

External agency links.

Parish Spirit led by the needs of community.

Extensive extra-curricular offer.

