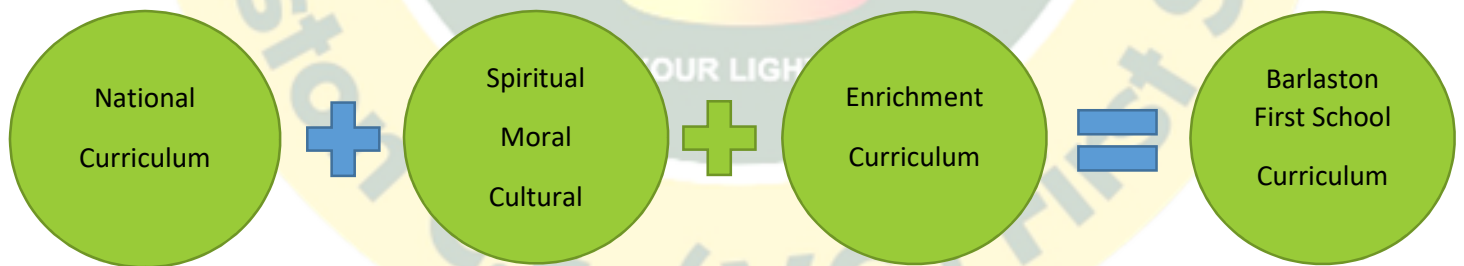




Our Curriculum Implementation

Let Your Light Shine Through Family, Friendship and Faith

At Barlaston, we thrive in providing our children from Nursery through to year four, with a rich and varied school experience, ensuring that children flourish in this secure and happy environment. We develop the “Whole” child through well planned lessons and learning experiences, ensuring the children love their learning, grow in confidence and flourish with security, self-belief and a good sense of what being a good person entails. We’ve developed three areas to provide our unique school curriculum.



We deliver the National Curriculum by having an emphasis on cross-curricular teaching, which is purposeful and relevant, with a strong focus on sequential and progressive skills. We believe that this is important for making the curriculum relevant and meaningful to pupils and for putting knowledge into context.

We believe that it is our responsibility to develop the Numeracy and English skills for all of our pupils, along with all other subjects and areas of learning as per the National Curriculum. Using the Early Years Foundation Stage Strategy and National Curriculum as a basis, age-appropriate progression and knowledge for each core and foundation subject has been identified. This has been mapped out to ensure coverage of identified and knowledge is secured across KS1 and KS2. We carefully select the sequence of when, what and how knowledge is taught and subject leaders work actively to review this regularly.

English and Numeracy skills are taught daily in subject based lessons, but also in other areas of the curriculum to ensure there is a transfer of these skills.

Science, computing and RE are taught as the other core subjects and, along with foundation subjects, are taught through topic.

Topics are either termly or half termly and may be on a two year rolling programme, or just a yearly programme.

The National Curriculum clearly states the expectations for each year group and details can be found within this curriculum section of the website.

Personal, Spiritual, Moral, Social and Cultural Curriculum

This is taught during worships, through PSHE lessons and is included in many parts of everyday lessons and learning.

Through this curriculum we provide opportunities that help the children to develop **respectful** relationships based on friendship, compassion, **kindness**, **honesty** and forgiveness, so that everyone lives well together. It encourages the celebration of diversity, recognises individual needs and provides **fair** opportunities for all. RE and Worship is therefore central to the life of the school, and we encourage the **spiritual development** of all children.

Personal development is supported and experienced through:

PSHE weekly lessons

Growth mind-set and learning pit activities

Worships and reflection times

Mental health and wellbeing provision

Open door policy for all to access head

Transition days when moving onto new classes/ school

Additional day visits to middle schools for children who need additional support

Work on self-belief, self-esteem and their own uniqueness

Personal reflection time due to the way worships are planned each week

Spiritual development enables:

Each child to reflect on their own belief, and how these shape their views of the world, as well as their interest and respect for different people's faith, values and feelings

Each child to use reflection to understand and think about their experiences and connections with something bigger than themselves

Each child to express their understanding of spirituality and their experiences

Each child to develop creativity and the use of their imagination throughout their learning

Each child to develop their natural curiosity and desire to learn about themselves, their uniqueness and similarities to others and the wider world

Moral development enables:

Understanding of what is right and wrong and using their experiences and knowledge of their life so far, to make the right decisions

Understanding of the consequence of their own actions

Understanding the importance of respecting and complying to rules and the law

Understanding and respecting other people's views on moral and ethical issues

Understanding of British values and how to action these in their lives

Social development enables:

Each child to use a range of social skills to engage with others

Each child to understand the importance of articulating their views, respecting the views of others and to resolve conflict calmly and amicably

Each child to support and help others in the school community

Each child to work and play with pupils from different backgrounds, whether that be religious, ethnic or socio-economic

Each child to accept that everyone is different and that some people have additional needs and that some disabilities may not be visible

Each child to understand British values and how to action these in their lives

Each child to display attributes that will enable them to contribute fully to life in modern Britain

Each child to participate in a range of important national and religious celebrations

Cultural development enables:

Each child to understand and appreciate of our heritage and how this has been shaped by a wide range of cultural influences

Each child to appreciate the diversity of cultures within the community and beyond, in preparation for life in modern Britain

Each child to understand how Britain is governed and how this has shaped our history, our values and how it has shaped our country today

Each child to understand, respect, accept and celebrate diversity through tolerance and attitudes towards different religious, ethnic and socio-economic groups

Enrichment/ Outdoor Curriculum

We have worked incredibly hard with our school grounds to enable us to provide excellent outdoor learning opportunities for our children. This allows us to enrich the curriculum and make learning exciting and inspiring.

We run our own version of Forest Schools and make full use of the National Trust Downs Banks which is located close to our school, as well as accessing local areas in the village.

We hold regular themed/ enrichment days sometimes based on a subject or a particular

day eg May Day. Sometimes the children work within their class and at other times year groups will be mixed. The children and staff adore these days and it enables us to really work as a school family as the children are taught by different teachers throughout the day. Each year group will have at least one school trip per year, that is linked to their topic. Year 4 have a 3-day residential in the summer term to Standon Bowers Outdoor Education Centre.

Every year the whole school visits The New Vic Theatre to see their theatre production, which is a special day for all!

Curriculum enrichment also involves visitors coming into school. This may happen on an enrichment day. For example, a visiting willow weaver worked with all the children throughout an art themed day. As part of our Africa focus, an African drummer worked with all the children throughout the day. Being a small school enables more children to be involved when a visitor like this comes to school.

We are linked to schools in Kibera, a slum in Kenya, so through video and photos, our children have been able to see poverty at its worst, and were involved in packing food for the children and other fundraising events.

We run a range of after school clubs including football, Christian Club, cookery, computing, ball skills to name but a few.

One of our enrichment strengths lies in our drama/ performances at Christmas and the end of the school year. These experiences allow our children's confidence to blossom.

A combination of all these areas provide the children with an enriched and exciting learning experience whilst at Barlaston First. This means our children leave our school as confident, enthusiastic and social young people, ready to start the next stage of their

education, having had very good groundwork put in place, upon which to build.

