

SEVEN STARS 'OPEN DOORS' CURRICULUM (Our whole school intent)

To open doors for pupils that would otherwise be closed – providing access into opportunities for learning and life

Key Skills	The World	Healthy Lives	Creativity	Communication
<p>Developing key knowledge and skills for the twenty-first century so pupils can engage confidently with learning and with life</p> <p>a) Reading</p> <ul style="list-style-type: none"> - To engage with: <ol style="list-style-type: none"> i. Information (e.g. news, instruction, messages, research, knowledge) ii. Debate (e.g. thinking, points of view, beliefs & ideas) iii. Beauty (e.g. poetry, arts, prose, plays, inspiration) - To understand the world around them <p>b) Writing</p> <ul style="list-style-type: none"> - To communicate (with increasing effect): <ol style="list-style-type: none"> i. Information ii. Ideas & beliefs iii. Beauty - To persuade others (for positive social change) <p>c) Maths</p> <ul style="list-style-type: none"> - To equip pupils for life (e.g. telling the time, budgeting, cooking, jobs in retail, design, construction, science, data analysis, computing etc) - To develop problem-solving skills (analytical and critical thinking and reasoning skills) identifying patterns, possibilities, probabilities and ways of organising, using and presenting data 	<p>Understand, celebrate and take responsibility for our local and global 'neighbourhood'</p> <p>People</p> <ul style="list-style-type: none"> ○ Culture ○ Identity / ethnicity ○ Beliefs ○ Traditions <p>Place</p> <ul style="list-style-type: none"> ○ Local ○ National ○ Global <p>Environment</p> <ul style="list-style-type: none"> ○ Climate / human impact ○ Nature/bio-diversity ○ Ecosystems <p>Beliefs</p> <ul style="list-style-type: none"> ○ Religious/faith ○ Ideological ○ Philosophical <p>History</p> <ul style="list-style-type: none"> ○ British & global ○ Chronology ○ Context (connections) ○ Key figures & events <p>Equality, diversity & human rights</p>	<p>Physical health (fitness, nutrition, addiction, hygiene, caring for self, rest)</p> <p>Mental health / well-being (emotional self-regulation, talk, support, strategies, resilience)</p> <p>Relational health (connecting, on-line and off-line safety, bullying, respect, inclusive attitudes, positive contribution to wider society)</p> <p>Financial health (employment, budgeting, value of money)</p> <p>Moral health (values, character, dispositions)</p>	<p>Artistic expression</p> <p>Musical opportunity</p> <p>Drama and physical self-expression</p> <p>Design</p> <p>Creative thinking (e.g. problem-solving)</p> <p>Exposure to 'high culture' in all of the above <i>i.e.</i> knowing about, appreciating, critiquing and experiencing great thinkers, creatives and events from the past and present (from all parts of society, ethnicities, gender, culture and tradition), as a springboard for their own creativity and to enrich their lives</p>	<p>Vocabulary (reducing word gaps and acquiring the technical and specific vocabulary useful for making progress in learning in all subjects and walks of life)</p> <p>Social and emotional language skills (how to express yourself well to others about what you are thinking, feeling, needing or believing)</p> <p>Listening well (actively listening to understand others and the world)</p> <p>Discussion and debate (collaborative communication skills)</p> <p>Persuasion and presentation (convincing communication skills)</p>