



St Anne's

Church of England Primary School



Minds to learn, hearts to care

St. Anne's CE Primary and Nursery School

Statement of Intent and Curriculum Policy

2023-2024

Statement of Curriculum Intent

As a church school, Christian faith is at the core of our work, setting the guidance for learning and ethos. Our vision and the values which underpin it permeate all areas of school life, in line with the four strands of the Church of England's wider Vision for Education:

'Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth'.

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

High quality teaching, combined with a balanced, engaging curriculum in a safe, creative, stimulating environment, where content is relevant by making best use of our locality, invokes curiosity and secures a genuine thirst for learning. It also incorporates the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave as a result of our strong Christian vision, associated values and nurturing ethos.

Our curriculum is underpinned by the support we offer pupils to live healthy and fulfilled lives, as wellbeing is vital to developing 'learning minds and caring hearts'. Emphasising spiritual and moral development, as well as intellectual and physical growth ensures that each is valued as unique. To this end, the curriculum is organised to promote inclusivity and co-operation between its members, respectful of themselves and others within school, the local community and the wider world. Children develop a strong sense of moral purpose as we nurture them on their journey to be open-minded, well-rounded, empathetic, individuals, who are mindful of other cultures, backgrounds and beliefs.

To prepare for life in modern Britain, fundamental British Values are interwoven through the ethos and work of the school. Equally, to develop our children as courageous advocates for change and active global citizens, we provide them with an empowering curriculum where independence, resilience and critical thinking is supported. This gives them the confidence to grow into positive, responsible young adults who maximise their full potential and God-given talents by developing knowledge, skills and attitudes for lifelong learning. Thus, our curriculum 'diet' and the Christian values which underpin it lay foundations for the diverse world beyond through personal development for all, regardless of starting points.

The St. Anne's community provides a holistic education, living out these values for the flourishing of its members, thereby raising achievement for everyone and allowing all to demonstrate our core Christian purpose.

Curriculum Policy

To fulfil the aims and objectives of the Curriculum Intent, our curriculum:

- is driven by an understanding and proactive response to the school's distinctive ethos as a Church of England Primary School and the culture and diversity of its population and community, embracing our vision statement.
- is based on a wholehearted commitment to putting faith and spiritual development at the heart of the curriculum and ensuring that a Christian ethos permeates the whole educational experience.
- is powered by a drive for excellence and effectiveness, so that every child can flourish in their potential as a child of God.
- is underpinned by SMSC in all areas and is supported by the 'learning to learn' attitudes to learning programme to promote independence and resilience.
- focuses on inspiring, motivating and engaging all learners with innovations to help meet challenging requirements.
- articulates the essential knowledge, understanding, skills, attitudes and attributes that we want our children to acquire for the future.
- ensures that pupils develop strong learning habits to find the areas that allow them to shine, whilst being keen to apply themselves to those which are more challenging.
- is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children.
- emphasises sequential and progressive learning, as careful attention is given to ensure that teaching builds upon prior knowledge to support pupils to both know more and remember more. It is in this development of the long-term memory that we can be sure that deeper learning has been successful.
- provides time for children to consider how best to learn and practise new skills so that they are well prepared for the next stage in their education.
- promotes flexibility and personalisation. Pupils help to shape the direction of topics, making them more memorable, engaging and relevant to needs by following interests and adapting planning to reflect the knowledge and skills they want to develop.
- is delivered through a wide repertoire of teaching and learning approaches, in particular metacognition to match strategies to needs. An agreed pedagogy for curriculum construction and design ensures children receive their curriculum entitlement in a way which is meaningful to their context, stage of learning, capabilities and interests and whole-school consistency is ensured.
- focuses on good learning behaviours, in particular resilience and independence, giving staff and pupils the language and knowledge of what it means to learn well and be personally successful, thereby raising self-worth.

- makes clear expectations of skills progression and how expectations relate to national standards and desired outcomes.
- is underpinned by internal assessment for termly cohort, group and individual analysis. Knowledge, skills and understanding broken into year groups facilitates more targeted planning and allows leaders to moderate, check progress against expectations, offer children meaningful feedback and engage them actively in the learning process.
- is evaluated rigorously and matched to need.
- whilst fulfilling the National Curriculum, is nevertheless 'broad and balanced' making provision for linkage in areas of learning and subjects where they add value, but without losing their discrete nature, to provide a connected range of experiences.
- uses an enquiry- based approach, with a book as a stimulus to link aspects of learning explicit to our children.
- has subjects are taught in half-termly and termly contexts for learning, within which key skills of communication, working with others, problem solving and improving your own learning and performance are developed.
- gives clarity about expectations in basic skills to apply English, mathematics, so that skill application opportunities across the curriculum are maximised.
- is underpinned by opportunities for children to evaluate, assess and reflect on their learning.
- places emphasis on developing oracy and vocabulary, a strong command of the spoken word and questioning to embed an enquiring mind and deep thinking.
- assesses prior learning and starting points alongside non-negotiables to secure maximum attainment at all levels
- is showcased in classrooms and specialist areas, with resources to provide interesting and experiences. Display boards in shared areas show progression and classroom displays reflect the 'Learning Journey', with reading corners ensuring high priority is given to this basic skill. Together, they celebrate and enhance delivery of the curriculum and exemplify current learning.
- is complemented by a range of outdoor learning experiences and a residential, allowing the pupils to develop important life skills such as resilience, teamwork and independence
- is celebrated by a range of awards.

Extra-curricular:

Our curriculum is built on an understanding of the child's personal development, providing a varied programme of experiences and promotion of out-of-hours learning through varied extra-curricular activities. Christian values lie at the core of a 'hidden curriculum' where each child, no matter what their ethnic or religious background, grows. Standards, outcomes and achievements – academic, social and extra-curricular – are driven by the nurture of staff and

school leaders and monitored and evaluated by a committed governing body. The school allows pupils to flourish by offering new opportunities, particularly in diverse areas based on their own personal interest. To complement this proactive approach, we incorporate a range of expertise to enhance the learning experience. Close relationships with the wider community enable pupils to work with a variety of regular and one-off visitors who support staff and share their own knowledge.

EYFS

Intent

Our Early Years Curriculum strives to offer our children a well-balanced, exciting and broad curriculum that provides excellent opportunities and experiences to help them on their journey to becoming a lifelong learner. We aim to develop emotionally literate children who can understand and articulate their feelings. We recognise that a language-rich environment, alongside thoughtful adult interactions, is crucial for young children to develop their communication and language skills, including expanding their vocabulary. We believe that our children are capable of great achievements and we develop this through having high expectations and promoting a strong sense of independence. Each academic year begins by liaising with preschool providers to explore children's unique needs and different starting points. From here, a flexible EYFS curriculum enables them to follow the path of their learning journey at a point that is suitable for their stage of development. Christian values underpin all aspects of our teaching and learning; the high aspirations and expectations of the EYFS team ensure that every child is given a firm foundation for 'learning minds and caring hearts'.

Implementation

Our Curriculum is based on the new EYFS Framework. 'Development Matters', which is used to support planning and delivery. The EYFS Framework specifies the requirement for learning and development in the Early Years and provides the prime and specific areas of learning and the characteristics of effective learning which must be covered.

Prime Areas: Personal, Social and Emotional Development · Physical Development · Communication and Language development

Specific Areas · Literacy · Mathematics · Understanding the World · Expressive Arts and Design

Throughout all of these areas of learning and at the heart of the EYFS curriculum are the 'Characteristics of Effective Learning'. We strive to develop the key characteristics of 'Playing and Learning', 'Active Learning' and 'Thinking Critically' in order to give the children the skills that they will continue to draw upon throughout their time at our school. Our Early Years Curriculum develops children's knowledge, skills and understanding through a combination of both play-based learning and more focused teacher-led sessions. Pupils learn to share, work independently and play with others. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis and supports them to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving.

Impact

Children demonstrate high levels of engagement in activities, developing their speaking and listening skills, enabling them to access more areas of the learning and communicate to both adults and children. They develop skills across all areas of the curriculum including literacy, mathematics and physical development, using these skills in different ways. Providing access to a wider sense of the world around them allows them to draw on these experiences during interactions with others and link this to new learning. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations by making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with adults, drawing on their experiences to improve or adjust what they are doing. Children leave our EYFS as well-rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens

Years 1-6

The following National Curriculum subjects are taught: English, Maths, Science, RE, PE, Music, History, Geography, Computing, ML (Spanish), Art and Design, Design Technology, PSHE and RSHE

Early Reading

At St Anne's CE Primary and Nursery School, it is in our best intention to provide all children with a best possible start to reading. To achieve this, we help our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level. We aim to teach children to decode texts effortlessly so that they can put all their energy into comprehending what they read. With this, we hope that every child will grow to find pleasure and enjoyment through reading. A sound understanding of phonics also supports children to spell effortlessly so that they can write fluently, accurately, and with confidence, focusing on the composition of their writing.

Through Read Write Inc. children will:

- learn to decode using 44 sounds and matching letters/letter groups (The English language has 44 phonemes (letter sounds) but more than 150 graphemes (the way the sound is written down) and is therefore a complex code.
- learn to blend sounds to read words – Fred Talk
- read specially written books that include only the sounds that the children have been learning (therefore ensuring success)
- show that they comprehend the stories by answering questions
- learn to write the letters/letter groups which represent both simple and complex speed sounds.
- learn to spell words by saying the sounds 'Fred Talk' (segment for spelling)
- write simple and complex sentences

English

We aim to provide a creative, exciting, enjoyable and purposeful English curriculum which engages the wide range of learners within our school community. We want to share with the children high quality, stimulating texts that have a rich vocabulary and will help them develop a love for reading which will continue throughout their learning journey and adult lives. We aim to ensure that all the children within our school are equipped with the necessary literacy skills to enable them to achieve their aspirations and have the confidence to use and apply them in all aspects of everyday life.

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. Therefore, we nurture them as articulate speakers and writers, who use a wide and purposeful vocabulary. We encourage them as readers, who select texts for purpose and pleasure, with books and reading at the heart of everything we do. Reading materials are built upon quality picture books, stimulating novels and non-fiction texts to 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, alongside staff from Reception to Y6 reading to their classes daily, in order to model the use of intonation and expression when reading.

Maths

Our aim at St. Anne's is to give the pupils a love of mathematics and set high expectations for all learners. We do this by providing the children with a fun and engaging curriculum starting at EYFS and extending through to year 6, where they carry out hands-on activities that enable them to master the maths curriculum. We aim to ensure that by the time the children leave, they are confident mathematicians, who are secondary-ready and equipped to apply the mathematics they have learnt to real life situations – as they have not just learnt concepts but have embedded them securely and consistently across the school to a deeper level of understanding. The maths curriculum is coherently planned and sequenced with a mastery approach in mind. Small sequential steps allow the fundamental skills to be fully embedded before moving on to more in-depth features of maths. We use the White Rose scheme of work from Reception to Year 6. However, teachers have the freedom and flexibility to adapt and enhance this scheme to ensure it is appropriate for their learners. All of our learners are encouraged and supported to use concrete, pictorial and abstract representations to help build procedural and conceptual knowledge.

Science

At St Anne's Primary School, we believe that a sound knowledge of science is the bedrock to understanding how the world works. Only through a thorough knowledge of scientific principles and the scientific method can our children understand the built environment around them and the technologies we rely on every day.

We want pupils to develop a complex knowledge of Biology, Chemistry and Physics, but also adopt a broad range of skills in working scientifically and beyond. We aim to provide fun, practical and engaging lessons of high quality which will inspire the next generation of scientists. A good science education includes the acquisition of knowledge, concepts and

skills. Importantly our curriculum will foster a sense of wonder so that children will continue to ask questions as they become independent learners.

Children will develop a scientific approach to life so they can critically explain what is occurring, make predictions on how materials or organisms may behave and analyse causes. Science at St Anne's will also include cross curricular links – most notably with mathematics – where children will use skills and knowledge from other lessons to collect, present and analyse data.

Religious Education

At St Anne's school, pupils and their families can expect a high-quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. We teach according to the Durham Agreed Syllabus. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Links with our school vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and impact of the range of faiths and world views studied. We provide a balanced RE curriculum which enquires into religions and worldviews through theology, philosophy and the human and the social sciences. At St. Anne's CE Primary School, Religious Education is an integral part of our school life and it holds. It holds a high profile within the curriculum and is a priority for senior leaders. We are a Voluntary Controlled Primary School with a Christian foundation and, as such, Christianity forms the basis of all teaching in the school and how we treat each other. We enable children to develop a sound knowledge not only of Christianity but also of other religions and non-religious worldviews beyond the six principle religions, providing the foundation for pupils to know about and understand the diversity of beliefs and practices in the world in which we live. Our curriculum also examines religious diversity in our local area, both within the immediate vicinity of our school and in the area local to Bishop Auckland. The curriculum is designed to increase knowledge and understanding of religious diversity and similarities and differences within and across religious and nonreligious traditions. Our RE curriculum allows children to meet the benchmark expectations within the Durham Agreed Syllabus. These expectations help us gain a clear picture of how pupils are making progress in Religious Education, how they are developing religious literacy and how they are getting better at Religious Education.

History

At St Anne's school, pupils and their families can expect a high-quality history curriculum that is rich and varied, enabling learners to develop a curiosity about the past. Through high quality teaching and using a range of resources, children acquire a thorough knowledge and understanding of what history is. Studying the earliest civilisations, empires and significant people and events, children know more, remember more and therefore can do more. They look for similarities and differences and begin to make links, building on their prior learning. We teach children a sense of chronology and through this, they develop a sense of identity and a cultural understanding based on their historical heritage. In our curriculum, we examine our local history and learn more about the history of Bishop Auckland and how it influences

them. They learn to value their own and other people's cultures in modern multi-cultural Britain and by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving. Our curriculum is based around improving children's knowledge and understanding of history. We aim to develop children's substantive knowledge of history- the content, facts and 'stuff' of history as well as the disciplinary knowledge linked to the concepts of history- identifying the types of thinking we want to foster which reflects a deeper understanding of concepts that lie at the heart of what history is about.

Geography

We at St. Anne's believe that the teaching of Geography should inspire children to become curious about and develop a better understanding of our ever-changing world and their place in it. Our intent is for the children to develop a fascination about the world and people within. We aim to promote in children an interest and understanding of diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. We focus on developing the skills, knowledge and understanding that the children need in order to become confident and enthusiastic 'geographers'. Throughout their time at St Anne's, they will develop their substantive knowledge and gain an insight into how a 'geographer' thinks through developing a conceptual understanding of geography. They will show progress by 'knowing more, remembering more and being able to do more'. We encourage our children to recognise that they have a voice and to use it confidently to debate topics they feel passionate about.

Computing

At St. Anne's, we follow a 'knowledge-engaged' curriculum, believing that Computing is an essential part of our ever- changing life. If our children are to live up to high personal expectations, it is vital that they have a secure understanding of the principals of information and computation. The National Curriculum defines three clear aspects of the Computing Curriculum: Computer Science (CS), Information Technology (IT) and Digital Literacy (DL). These key strands are interwoven through our operational teachings of information technologies and digital science to provide pupils with key programming and robotic knowledge, whilst also equipping the basic skills to motivate aspirations to be the computer programmers and web developers of the future. We equip the skills required to maximise potential across the wider curriculum, deploying teaching strategies to promote resilience, independence, critical thinking and problem-solving. Children can explore a diverse way of life through many applications online and the ability to use software to explore language, thus helping to make sense of the world. Computer science also extends children's communication, language and literacy skills, introduces them to new vocabulary and helps them to become digitally literate, through holding the key to a universal language that, when unlocked and comprehended, has infinite opportunities. We at St. Anne's

appreciate that with new technology comes new dangers, therefore we ensure our children recognise the importance of safe and respectful computer use, to prepare for a life as responsible citizens and meet the challenges of a digital future in an increasingly connected world. We are diligent in conveying the importance of keeping personal information private, ensuring the children know who and where they can go to for help with concerns about content and contact on the internet or other online technologies.

Physical Education

We promote an 'everybody active' attitude, with the aim for all pupils to leave St. Anne's physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport. We build capability within school and achieve self-sustaining improvement in the quality of PE and sport against the 5 key grant condition indicators: the engagement of all pupils in regular physical activity; the profile of PE and sport being raised; increased confidence, knowledge and skills of all staff in teaching PE; broader experience of a range of sports and activities offered to all pupils; increased participation in competitive sport. At St. Anne's, we believe that all children should have access to a high-quality PE curriculum that ensures all develop the knowledge, understanding and skills to excel in a wide range of physical activities. Our PE curriculum provides opportunities for children of all abilities to access a range of sporting activities and stay physically active for sustained periods of time. We recognise the role that PE has to play in promoting a healthy lifestyle and ensure that it is complemented through our PSHE and Science curricula to develop a holistic understanding of healthy living. We strive to ensure children become physically literate by developing the fundamental movement skills in a progressive and age/ability appropriate manner, whilst recognising the individual needs of SEND or disadvantaged children. Physical Literacy is universal, which ensures all within our community are included and have the opportunity to excel physically. Alongside professional sporting organisations, we have strong links with local secondary schools and engage in competitive and non-competitive activities with other primaries, thus placing PE in the wider context and building it as lifestyle habit. We celebrate the diverse range of sporting heroes from different backgrounds, sports and communities, so that children can aspire to achieve like others. PE and sport are used as tools to promote and ensure the school values become embedded to support our vision.

Art and Design

Through our Art curriculum at St. Anne's, we aim to enable the children to let their light shine by enabling them to become:

- Enthusiastic, curious and independent thinkers through being inspired by specialist artists that challenge and fire their imagination and thinking. Pupils are exposed to different perspectives through observation leading them to ask questions and make personal discoveries.
- Motivated, reflective and resilient learners through the celebration of achievement at a variety of levels both in classrooms and across the whole school. We encourage pupils to develop confidence in their own abilities by self and peer assessing and listening to advice from others to achieve their goals.

- Tolerant and responsible citizens through the understanding that everyone is unique and special. In Art, pupils have access to cultural richness and diversity enabling them to appreciate and enjoy the arts that enrich lives in the world around us.

At St. Anne's we follow the Kapow Primary Art and design scheme of work. This aims to inspire pupils and develop their confidence to experiment and invent their own works of Art. The scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond. Kapow Primary Art and design scheme of work supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

Design Technology

Design Technology is a practical subject which can inspire pupils to be innovative and creative thinkers. It allows children to use their imagination to solve problems in a variety of contexts and to apply their practical skills and knowledge to different scenarios including real-life situations that are relevant to our rapidly changing world.

We want our Design technology curriculum to enable the children to develop the confidence to take risks, through research, drafting design concepts, modelling and testing. Children are encouraged to be reflective learners who evaluate their work and the work of others and through this process, to develop resilience.

Our curriculum encourages and supports children in developing an awareness of the impact of design technology on our lives and encourages our pupils to be resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

Food technology forms part of our curriculum as this affords the children to develop knowledge and understanding of where our food comes from, nutrition and creating recipes that are healthy and form part of a balanced diet. This is essential education and a valuable life skill.

Our curriculum follows the Kapow scheme of work and meets the National Curriculum requirements for Design Technology.

Music

The intent of St. Anne's music curriculum is first and foremost to help children feel that they are musical and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that the children need in order to become confident performers, composers and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

During their time at St. Anne's, children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural content of music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team working, leadership, creative thinking, problem solving, decision making, presentation and performance skills. We believe these skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school. They also help prepare children for adulthood.

As a school, we strive to give the children many opportunities to perform and demonstrate their musical skills allowing them to share their talents, increase confidence and further develop their performance skills.

Our music curriculum allows children to meet their end of Key Stage attainment targets which are outlined in the National Curriculum and the aims in our curriculum align with those in the National Curriculum.

MFL

We offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

There is a dynamic programme of study clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

PSHE and RSE

As a school, we believe that for our pupils to achieve academically and to develop as a whole child, it is important to look after their social, emotional and mental health as well as their

physical health. We want our pupils to be resilient and independent learners that can face the many, often complex, challenges of life in the modern world. We hope that our pupils develop healthy positive relationships and that they are effective communicators. We want our PSHE and RSE curriculum, supported by our Christian vision and values, to promote and embrace equality and diversity and for our pupils learn to treat everyone with kindness and respect.

We recognise that our children will face a vast range of moral, social and cultural issues as they grow up and develop in our ever-changing world. As a result of this, our PSHE and RSE curriculum provides opportunities for our children to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities thus supporting them to understand how they are developing personally, socially and emotionally,

With technological developments and the rapid expansion of social media our children are having to navigate a complex and challenging online world. It is one aim of our PSHE and RSE curriculum that we provide our pupils with the knowledge and skills to enable them to make safe choices when online, to recognise and manage risk, to identify what is not suitable for them and to take appropriate action when encountering something that has caused them upset or distress. Coverage not only includes online content but also online relationships and cyber bullying.