



St James' Church of England Primary School

Curriculum at St James' Church of England Primary School



What is the Curriculum at St James' Church of England Primary School?

The school curriculum comprises all learning experiences that our school plans for its pupils. It is strongly informed by, but not entirely made up from, the national curriculum. The national curriculum itself 'introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement' (Primary National Curriculum 3.1.) This curriculum, supplemented by other experiences and activities which are motivational and relevant to children in our local community, demonstrates our ambition for all children in school, regardless of academic need, prior attainment or social background. Children experience the school curriculum through activities taught during the school day, through extra-curricular activities and through the ethos which pervades the school.

We aim for our children to be happy, confident, productive citizens with the capacity to contribute to and benefit from the society in which they live. The curriculum is a means by which we can provide our children with the cultural capital they require to achieve those ends. In studying the curriculum our pupils will acquire valuable social skills and positive attitudes to learning necessary for effective personal development.

Our school population is made up of children of differing needs, backgrounds and prior attainment. Regardless of these factors we are highly ambitious for every child. Those children with identified special educational needs or disabilities, with English as an additional language, with challenging social circumstances, etc are all expected to make good progress and to perform at age-related levels if possible. Those with high prior attainment are expected to broaden and deepen their understanding so that they can continue to excel.

Our School Values and Pupils' Personal Development

The curriculum is a means by which we can develop our core values for others in our pupils. Teachers include activities and experiences aimed specifically at these outcomes in their planning. Our core values we define as :

- Endurance – Recognising that life is sometimes difficult and that it is important not to give up in the face of adversity
- Forgiveness – Understanding that forgiveness can be given and received, but that it must be genuine and from the heart.
- Koinonia – 'Koinonia' means 'that which is in common'. It can be translated as 'fellowship' or 'community'. It encompasses the concept of interdependence: all within our school are needed and valued and each person is important to the whole community.
- Peace – Working towards people living in harmony with themselves, with others, with God and creation.
- Thankfulness – Seeing the world as God's creation and being thankful for it as a gift not a right.
- Trust – Being reliable and trustworthy ourselves and developing trust in others.

Teachers give consideration to the development of our values in their curriculum planning. We aim to 'live' our school values consistently in our interactions with each other, in our meetings and worships, in the material we display and in the messages we send to parents and visitors. In this way the ethos of our school becomes part of our school curriculum. Identified British values of respect for democracy, the rule of law, individual liberty, mutual respect and tolerance are also given weight in planning and delivering the curriculum.

Cultural Capital

Through our curriculum we aim to provide our children with the skills and knowledge they require to be educated citizens with an appreciation of human creativity and achievement throughout human history. With these insights our pupils will have the capacity to be happy, independent, confident individuals able to benefit from and contribute to their local communities and wider society.

Reading

The effective teaching of reading is of paramount importance. Becoming efficient readers enables our children to achieve our other curricular aims much more easily. It is a skill for life. We give the highest priority to the improvement of children's reading whether that involves phonics recovery programmes or the development of higher order reading skills. Every subject leader is required to find space for the development of reading in their subject's scheme of work