

# St. Helen's Church of England School Curriculum Aims

## 1. Christian Ethos & The school vision – LOVE LEARN SERVE

### 1a. Love of Learning

The curriculum should engage children so they appreciate the purpose and value of learning and begin on their pathway to becoming lifelong learners. Through overcoming challenges children build self-esteem and develop a sense of joy in their learning.

### 1b. Building Character

The curriculum should ensure that children experience opportunities to develop values that become positive character traits that stay with them long after they leave their primary education - values such as: compassion, courage and generosity.

### 1c. Courageous Advocacy/Service

The curriculum should ensure that children become socially aware global citizens who put their learning to good use, develop a sense of social action and learn that they can make a positive difference in the world.

### 1d. Relationships and Community

The school should provide opportunities for children to develop healthy and supportive relationships with their peers, staff and members of the community. Schools represent the communities they serve and as such should ensure that children have opportunities to work with the community.

## 2. Relating to Self

### 2a. Self Esteem and Confidence

The curriculum and more importantly, the manner in which it is delivered, should enhance a child's awareness of their own abilities and strengths as a learner, ensuring that children see learning as an ongoing process not a one-off event.

### 2b. Reaching Potential (Growth Mindset)

The curriculum should instil within children the belief that through hard work, support from others and the use of effective strategies they can achieve their potential. Children should learn to view mistakes and failure as an opportunity to learn and grow.

### 2c. Developing a Sense of Spirituality

The curriculum should provide opportunities for children to explore their own spirituality in the context of the Christian faith and tradition. The school's shared understanding of spirituality is: *'We touch spirituality when we encounter an experience on life's journey that causes us to reflect on the deeper things of life, its meaning, and our purpose within it, and, as a consequence, our lives are transformed.'*

### 2d. Being Healthy

The curriculum should provide opportunities to encourage children to develop a healthy lifestyle including physical, emotional and mental health and healthy relationships.

## 3. Relating to Others

### 3a. Understanding Relationships

Children should come to appreciate the impact that their behaviour has on others and how to resolve issues of moral conflict with wisdom.

### 3b. Building Relationships

The curriculum should provide opportunities for children to develop relationships in a range of contexts. These should cross gender and age barriers and emphasise the strength of diversity whilst celebrating the uniqueness of the individual.

### 3c. Developing Relationships

The curriculum should provide opportunities for children to relate to others appropriately, developing increasingly mature relationships based on empathy and a true understanding of others.

### 3d. Teamwork/Collaboration

The curriculum should provide opportunities for children to work in teams. This should include understanding how teams operate and the variety of roles needed for teams to be effective. They should also experience managing and being managed by others, as well as developing their ability to recognise and encourage skills and talents in others.

### 3e. Global Awareness and Responsibility

The principles of global awareness allow children to take the relational skills they have developed at a local and personal level into the wider arena of caring for those they may never meet. They should appreciate that the decisions they make can have a profound effect on the lives of others around the world.

### 3f. Cultural Appreciation

The curriculum should provide opportunities for children to understand British heritage and culture, while developing an awareness of the heritage and culture of other countries. They should acquire an appreciation of the way others do things and recognise that diversity adds to the richness of the world.

## 4. Managing Learning

### 4a. Improving Your Own Learning (Metacognition)

The curriculum should engage children fully in the learning process. Children should be taught how to reflect on their own work, analyse their thinking and recognise what they need to do to improve, making increasingly accurate assessments of their own performance.

### 4b. Communication

Communication is the foundation of human society. Successful communication in both written and oral forms, including ICT, is key to all academic study. The development of children's vocabulary (including subject specific technical vocabulary) is a key priority of the curriculum.

### 4c. Application of Number

The curriculum should ensure that children experience plentiful opportunities for 'real-life' application of number in a range of contexts, using reasoning skills and presenting findings clearly.

### 4d. Knowledge and Understanding of the Physical World

The curriculum should provide children with opportunities to gain an understanding of the physical processes at work in the world.

### 4e. Knowledge and Understanding of Human Society

The curriculum should provide children with opportunities to gain an understanding of: how society came to be, change over time, the impact of change on societal development. Children should also, most importantly, learn how we can learn from mistakes made in the past.

### 4f. Knowledge and Appreciation of the Arts and Sport

The arts provide an outlet for creativity and a wider understanding of cultural heritage. A love of sport not only contributes to a healthy lifestyle but allows children to explore the principles of teamwork as well as learning to manage success and disappointment within a competitive arena.

### 4g. Thinking Skills

The curriculum should provide opportunities for children to explore a range of thinking skills, allowing children to focus on 'knowing how' as well as 'knowing what' – learning how to learn. These should include the ability to reason, analyse and evaluate and should be applied across all curriculum subjects.

### 4h. Creativity and Problem Solving

The curriculum should provide opportunities for children to explore creatively, to generate and extend ideas. This should not be limited to the traditional creative subjects such as Art & Design but should feature in all curriculum areas as children explore new concepts.

## 5. Managing Situations

### 5a. Managing Conflict

Children should develop strategies to resolve conflict and accept that people have different viewpoints to their own. With the support of adults, children should learn to forgive and reconcile their differences.

### 5b. Managing Disappointment

Children should understand the importance of managing disappointment appropriately. They should learn how to cope when things go wrong. Children should develop perseverance and resilience to keep going when things are challenging.

### 5c. Managing Time

Children should be able to manage their time effectively. They should be able to work towards deadlines both as individuals and as teams, handling the pressure of time constraints.

### 5d. Managing Risk and Uncertainty

Children should experience a curriculum that offers opportunities for risk taking. Children should appreciate that no learning takes place without an element of uncertainty. Children should learn how to cope when things don't go well.

### 5e. Managing Change

Children should learn to understand that change is a natural part of life. Children should develop strategies to cope well when things change, when they come to a end and with new beginnings.