

Childwall C.E. Primary School Curriculum Intent Statement

Mission

“And the child grew and became strong; he was filled with wisdom...” Luke 2:40

Vision

To achieve the highest holistic outcomes for each and every child

To enable every child to grow academically, socially, morally, spiritually and culturally in the knowledge they are loved by God and should feel safe and valued within our school community

To fully prepare children for the next phase in their educational journey

Values

Hope
Wisdom

Compassion
Friendship

Forgiveness
Thankfulness

Collaboration
Dignity

Creativity
Resilience

Objectives

To equip children with the knowledge and tools to enable them to thrive and flourish, embracing both success and challenge, prepared for ‘Life in all its Fullness’ (John 10:10)

Develop children to gain understanding, knowledge and empathy to become confident, caring and active members of society
‘Love your neighbour as yourself’ (Mark 12:31)

Develop children’s confidence, independence, mindset and readiness to embrace a challenging, deep curriculum, within and beyond the National Curriculum

Actively engage children to be fully immersed in experiences and opportunities for deeper learning

Build deep understanding, knowledge and appreciation of the history, culture and individuality of our local area, city and wider world

Ensure our extra-curricular offer (before school, lunchtimes and after school) is accessible to all, and responsive to children’s needs, interests and aspirations

Strategy

Ensure explicit curriculum opportunities to support and nurture children’s emotional health and spiritual well-being

Strengthen effectiveness of subject leaders to plan and drive subjects, purposefully monitoring and supporting colleagues to ensure consistent high quality provision

Ensure connectivity between learning experiences to embed and build upon transferable, purposeful knowledge and reasoning

Develop opportunities for children to articulate depth of understanding – use of rich vocabulary; pupil voice; interaction with wider community

Embed opportunities for children to recognise, value and celebrate diversity

Develop peer-review and collaboration opportunities with other schools

Relationships & Well-Being

<p>Ensure that learning is understood developmentally by all:</p> <ul style="list-style-type: none"> • Take time to revisit previous learning and concepts; identify and ensure understanding of essential learning • Ensure opportunities for practical and creative activities which evoke laughter, enjoyment, social development and security • Provide meaningful, practical and multi-sensory learning experiences – broken down into manageable, actively modelled steps • Consider attachment needs – requirement for trusting relationships, regular reassurance and approbation from staff 	<p>Ensure that the classroom and school environment offers a secure base:</p> <ul style="list-style-type: none"> • Emphasise structure and predictability – consistent seating plan, clear labelling of resources, visual timetables, specific areas for resources and possessions • Identify designated areas for reflection, prayer, safe play, and calming sensory input • Regular, structured mental health check-ins • Ensure recorded communication with inclusion team if additional educational or emotional support might be beneficial 	<p>Recognise the importance of nurture for well-being and self-esteem:</p> <ul style="list-style-type: none"> • Highlight the strengths and creativity of all children • Offer child-led choice and direction in new routines and tasks to maximise engagement and ownership • Celebrate and constantly remind children of their successes – keep visual evidence of effort and achievements to refer back to • Praise effort, persistence and resilience to give hope during more challenging tasks – focus on ‘Thrive in 5’ concepts 	<p>Recognise language as a vital means of communication:</p> <ul style="list-style-type: none"> • Encourage children to talk through difficult situations and identify fears /worries /solutions • Listen to children – don’t try to simply solve their problem, but acknowledge its importance and help them explore possibilities • All staff to be very aware of language used to children – acknowledge changes in behaviour and seek to unearth the underlying cause by asking open-ended questions such as “What’s happened to you?” “What are you worried about?” rather than “What’s wrong...” 	<p>Understand that all behaviour is communication:</p> <ul style="list-style-type: none"> • Ensure that class is a fun, upbeat place to be – develop fun daily routines and/or greetings to foster sense of belonging • Demonstrate gentle curiosity to help elicit child’s views – “I noticed you’ve been very quiet...” • Empathise with children – “I know this is really tough for you; but reassure reasons for any change • Respond to changes in child’s behaviour positively and don’t take it personally – Avoid phrases like “Look at me when I’m talking” and try to reach out to find out what has happened to affect the child’s feelings and behaviour
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Success Criteria – What Will Our Children Look Like?

resilient; knowledgeable; inquisitive; reflective; challenged; aspirational; confident; compassionate; proactive; engaged; creative; content; kind; articulate; generous; self-sufficient; joyful; spiritual; respectful; dependable; thriving; forgiving; honest; secure; adaptable