

**ONE ACADEMY TRUST**

**Curriculum Principle Statement**

**Date:**

**Curriculum Principal Statement**

At One Academy Trust we are dedicated to providing a world class education that nurtures the potential of every child within our family of primary schools. Our curriculum is at the heart of this commitment, reflecting our core values and aspirations for our learners.

Our schools have had autonomy to design a curriculum that meets the needs of the community they serve and must deliver the seven principals below.

1. **Excellence and Ambition**

We set the highest standards for academic achievement and personal development. Ourcurriculum isdesigned to inspire curiosity instil a love of learning and empower our pupils to aspire to greatness.

1. **Inclusivity and Diversity**

We celebrate diversity and foster an inclusive environment where every child is valued and their individuality respected. Our curriculum reflects the rich tapestry of cultures and experiences within our trust.

1. **Holistic Development**

We recognise that education goes beyond academic achievement. Our curriculum encompasses a holistic approach, promoting the social, emotional and physical development well-being of our pupils, preparing them for life’s challenges.

1. **Lifelong Learning Skills**

We equip our pupils with essential skills such as critical thinking, problem-solving, creativity and effective communication ensuring they are prepared for success in an ever changing world.

1. **Collaboration and Community**

We encourage collaboration within our trust and with the wider community. Our curriculum fosters a sense of responsibility, empathy and global citizenship, empowering our pupils to make a positive contributions to society.

1. **Continuous Improvement**

We are committed to continuous improvement regularly reviewing and adapting our curriculum to reflect the latest educational research and best practises ensuring it remains relevant and effective.

1. **Parent and Carer Engagement**

We believe in strong partnerships between home and school. We actively involved parents and carers in their child’s education, working together to support each child’s learning journey.

In One Academy Trust our curriculum is a dynamic and evolving entity, reflecting our unwavering commitment to providing an outstanding curriculum for our pupils. It is a curriculum that prepares young minds not only for academic success but for the challenges and opportunities of a complex and interconnected world.

Together we strive for excellence, celebrate diversity and nurture the potential of every child, ensuring they leave our schools as confident well-rounded individuals ready to thrive in their future endeavours.

1. **English Curriculum Statement**

At One Academy Trust we are dedicated to providing a cohesive and high-quality English curriculum across all our member infant, junior and primary schools. Our commitment is to ensure that every child within our MAT has access to an outstanding education in English, fostering a deep love of language, literature and effective communication.

**Shared Aims:**

1. **Promote Excellence in Literacy:** We aim to excel in literacy education, fostering a passion for reading and nurturing confident writers and effective communicators.
2. **Ensure Consistency:** We maintain consistency in the delivery of the English curriculum, enabling all our member schools to follow the same high standards and objectives while adapting teaching to individual needs.
3. **Embrace Inclusivity:** We believe in inclusive education and tailor our curriculum to meet the needs of all pupils, including those with special educational needs or English as an additional language.

**Curriculum Overview**

Our English curriculum is based on the National Curriculum for England and tailored to meet the specific needs of each school within our MAT. It is divided into key stages;

**Foundation Stage (Reception and Nursery)**

* Focusing on language development through play, storytelling and listening activities
* Introduction to phonics to prepare for early reading.

**Key Stage 1 (Years 1 and 2)**

* Building strong phonics skills for early reading using a systematic synthetic approach such as Letter and Sounds and Read, Write, Inc
* Promote a love of books with access to age appropriate texts
* Introduction to grammar, punctuation and sentence structure
* Developing narrative writing, poetry and non-fiction texts
* Developing speaking and listening skills through group activities and presentations

**Key Stage 2 (Years 3 and 6)**

* Developing reading comprehension, critical analysis and fluency
* Continue to promote a love of books with access to age appropriate texts and genres
* Mastery of grammar, punctuation and writing across various genres
* Encouraging and developing independent writing and creative expression
* Enhancing speaking and listening skills through debates, discussions and presentations
* Exploring a wide range of literature, including classic and contemporary

**Assessment and Monitoring**

Our MAT employs consistent assessment strategies, including formative assessments, termly progress reviews and annual summative assessments to monitor pupil progress and to ensure alignment with National Expectations. This enables us to identify areas for improvement and provide targeted support.

**Enrichment**

Our schools enrich the English curriculum by organising literary events, author visits and collaborative projects. These initiatives broaden pupils’ horizons and promote a lifelong love for English.

**Home School Partnership**

We actively involve parents and guardians in their child’s English education, providing resources, reading recommendations and opportunities to engage in their child’s learning journey.

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1. **Mathematics**

At One Academy Trust we are dedicated to providing a rigorous and comprehensive Mathematics curriculum across all our member primary schools. Our commitment is to ensure that every child within our MAT has access to an outstanding mathematics education, fostering a deep understanding of mathematical concepts and the development of problem-solving skills.

**Shared Aims**

Our MATs Mathematics curriculum aims to:

1. **Promote Excellence in Mathematics:** We aim to excel in mathematics education, nurturing confident and competent mathematicians who are well-prepared for their education and beyond.
2. **Ensure Consistency:** We maintain consistency in the delivery of the mathematics curriculum, enabling all our member schools to follow the same high standards and objectives while adapting teaching to individual needs.
3. **Embrace Inclusivity:** We believe in inclusive education and tailor our curriculum to meet the needs of all pupils, including those with special educational needs or English as an additional language.

**Curriculum Overview**

Our Mathematics curriculum is based on the National Curriculum for England and is designed to provide a structured progression of skills and knowledge. It is divided into key stages;

**Foundation Stage (Reception and Nursery)**

* Focusing on early number sense, counting and basic mathematical concepts through play and practical activities

**Key Stage 1 (Years 1 and 2)**

* Developing a strong foundation in mathematics though practical activities and problem-solving.
* Building skills in addition, subtraction, multiplication, division and basic measurement.
* Introducing concepts like time, money and shape.

**Key Stage 2 (Year 3 and 6)**

* Advancing mathematical knowledge and skills including fractions, decimals, percentages and algebraic concepts
* Enhancing problem-solving and reasoning abilities
* Developing proficiency in measurement, geometry and statistics.
* Preparing pupils for more advanced mathematics in secondary school

**Assessment and Monitoring**

* One Academy Trust employs consistent assessment strategies, including regular formative assessments, termly progress reviews and annual summative assessments to monitor pupil progress and ensure alignment with National Curriculum expectations. This enables us to identify areas for improvement and provide targeted support.

**Enrichment**

Our schools enrich the mathematics curriculum by organising school and MAT wide mathematical competitions, collaborative projects and opportunities for student to engage with real world applications of mathematics. These initiatives encourage a deeper passion for mathematics and problem solving.

**Home School Partnership**

Our schools actively involve parents and carers in their child’s mathematics education, providing resources, recommendations for additional support and opportunities for family engagement in mathematics learning.

At One Academy Trust our collective commitment to excellence in mathematics education is unwavering. Our mathematics curriculum empowers pupils to become confident, logical thinkers with a profound understanding of mathematical concepts, equipping them with valuable skills for the future academic and professional endeavours.

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1. **Science**

**Intent**

At One Academy Trust, our primary Science curriculum is designed to inspire curiosity, foster a love for discovery, and develop a deep understanding of the world around us. We aim to instil a lifelong appreciation for the scientific process, critical thinking, and environmental responsibility in our pupils.

**Implementation**:

1. **Scientific Inquiry:**

* We encourage pupils to be inquisitive and develop the skills to question, investigate, and draw conclusions through hands-on experiments and activities.
* Practical investigations are an integral part of our curriculum, allowing pupils to explore scientific concepts in a real-world context.

1. **Breadth and Depth of Content:**

* Our curriculum covers a broad spectrum of scientific topics, including biology, chemistry, and physics, to provide a comprehensive understanding of the natural world.
* Lessons are designed to progressively build upon previous knowledge, ensuring a depth of understanding in key scientific principles.

1. **Cross Curricular Connections:**

* We facilitate cross-curricular connections, linking science with other subjects to demonstrate the interdisciplinary nature of scientific knowledge.
* Real-world applications of scientific principles are explored to highlight the relevance of science in everyday life

1. **Environmental Education**

* Environmental awareness is embedded in our curriculum to foster a sense of responsibility towards the planet.
* Pupils explore the impact of human activities on the environment and explore sustainable solutions.

1. **STEM (Science, Technology, Engineering and Mathematics)**

* We integrate STEM activities to enhance problem-solving skills, creativity, and collaborative teamwork
* Opportunities for coding, robotics, and other technological applications are provided to prepare pupils for a rapidly advancing world.

**Impact:**

One Academy Trusts Primary School Science curriculum aims to equip pupils with the knowledge and skills needed to think critically, analyse data, and engage with the scientific world. By the end of their primary education, our pupils will;

* Demonstrate a keen interest in scientific exploration and inquiry
* Understand fundamental scientific concepts and principles
* Apply scientific knowledge to solve real-world problems
* Appreciate the importance of environmental sustainability and responsible scientific citizenship

Through ongoing assessment, feedback, and collaboration with parents and the wider community, we continuously evaluate and enhance our Science curriculum to ensure that every child is well-prepared for future scientific endeavours.

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1. **History**

**Intent:**

Our primary History curriculum is designed to ignite curiosity, cultivate a sense of identity, and develop a deep understanding of the past. We aim to inspire a love for history, instil critical thinking skills, and foster an appreciation for the diverse historical narratives that shape our world.

**Implementation:**

1. **Chronological Understanding**

* We provide a chronological framework to help pupils understand the sequence of historical events, enabling them to place developments in context.
* Lessons are structured to build a coherent understanding of the progression of history.

1. **Local and Global Perspectives**

* Our curriculum explores both local and global historical events, ensuring that pupils appreciate the interconnectedness of historical narratives.
* Emphasis is placed on understanding how local history contributes to broader global developments.

1. **Historical Inquiry**

* We encourage pupils to develop historical inquiry skills, including the ability to analyse sources, interpret evidence, and construct reasoned arguments.
* Primary and secondary sources are used to engage pupils in the investigative nature of historical research.

1. **Cultural Diversity and Inclusivity**

* Our curriculum promotes a diverse range of historical perspectives, recognizing the contributions of various cultures, communities, and individuals throughout history.
* Inclusivity is prioritised to ensure that the experiences of all people are represented and respected.

1. **Cross Curricular Links**

* History is occasionally integrated with other subjects, allowing pupils to make connections between historical events and developments in areas such as literature, art, and science.
* Interdisciplinary approaches enhance a holistic understanding of historical contexts.

**Impact:**

The history curriculum aims to equip pupils with a rich historical knowledge base and the skills necessary to analyse and interpret the past. By the end of their primary education, our pupils will;

* Demonstrate a keen interest in historical inquiry and critical thinking.
* Understand key historical events, figures, and developments.
* Appreciate the cultural diversity that has shaped our world.
* Develop a sense of identity and place within historical narratives.

Through continuous assessment, feedback, we consistently evaluate and refine our History curriculum to ensure that every child leaves primary school with a profound understanding and appreciation for history.

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1. **Geography**

**Intent:**

Our primary Geography curriculum is designed to inspire a fascination with the world, promote a sense of place, and develop a global perspective. We aim to instil a love for exploring diverse landscapes, cultures, and environments while nurturing skills such as map reading, critical thinking, and environmental awareness.

**Implementation:**

1. **Place Knowledge**

* We foster a deep understanding of local and global places, emphasizing the physical and human characteristics that make each location unique
* Pupils learn to appreciate the interdependence between people and their environments.

1. **Geographical Skills**

* Our curriculum develops fundamental geographical skills, including map reading, interpretation of aerial imagery, and the use of geographic tools
* Fieldwork opportunities are provided to enhance practical skills and connect classroom learning to the real world.

1. **Human and Physical Geography**

* We explore both human and physical geography, helping pupils understand the dynamic relationships between people and their surroundings.
* Themes such as migration, settlement patterns, weather, and ecosystems are integrated into the curriculum.

1. **Sustainability and Environmental Responsibility**

* Environmental awareness is a key aspect of our curriculum, with a focus on understanding and addressing global and local environmental challenges
* Pupils are encouraged to explore solutions and develop a sense of responsibility toward the planet.

1. **Cultural Diversity**

* Our curriculum celebrates cultural diversity, promoting an understanding of different cultures, traditions, and lifestyles around the world.
* Pupils learn to appreciate and respect the richness of global diversity.

**Impact:**

Our schools geography curriculum aims to equip pupils with a comprehensive understanding of the world and the skills needed to navigate and contribute to it. By the end of their primary education, our pupils will;

* Demonstrate a keen interest in geographical exploration and inquiry.
* Possess strong geographical skills, including map reading and interpretation
* Understand the connections between human activities and the physical environment
* Develop a sense of responsibility towards sustainable practices and environmental stewardship

Through continuous assessment, feedback our schools consistently evaluate and refine the geography curriculum to ensure that every child acquires a well-rounded geographical knowledge and a lifelong curiosity about the world.

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1. **Art**

**Intent:**

Our primary Art curriculum is designed to foster creativity, self-expression, and a lifelong appreciation for the arts. We believe that art plays a vital role in enriching the lives of our pupils, nurturing their imagination, and developing a range of skills that extend beyond the art lesson.

**Implementation:**

1. **Creativity and Self Expression**

* We provide a supportive and stimulating environment that encourages pupils to explore their creativity and express themselves through various artistic mediums.
* Projects are designed to allow for individual interpretation and personal expression.

1. **Artistic Techniques and Skills**

* Our curriculum introduces pupils to a wide range of artistic techniques, including drawing, painting, sculpture, printmaking, and digital media.
* Progressive skill development is emphasized, allowing pupils to build upon their artistic abilities over the course of their primary education.

1. **Art History and Appreciation**

* We integrate the study of art history to expose pupils to a diverse range of artistic styles, movements, and artists.
* Pupils learn to appreciate and analyse artworks, fostering a deeper understanding of cultural and historical contexts.

1. **Cross Curricular Connections**

* Art is interconnected with other subjects, providing opportunities for cross-curricular projects that integrate art with topics such as history, science, and literature.
* Collaborative projects enhance teamwork and communication skills

1. **Exhibitions and Celebrations**

* We celebrate and showcase pupils' artwork through exhibitions, displays, and events within the school and the wider community.
* Recognition and celebration of pupils' artistic achievements contribute to building confidence and a sense of pride.

**Impact:**

Our School’s Art curriculum aims to inspire creativity, develop artistic skills, and cultivate a passion for the arts. By the end of their primary education, our pupils will;

* Demonstrate a love for artistic exploration and self-expression
* Develop proficiency in a range of artistic techniques and mediums
* Appreciate the cultural and historical context of various art forms
* Showcase their artistic achievements with confidence and pride

Through ongoing assessment, feedback, and collaboration schools continually evaluate and refine the Art curriculum to ensure that every child leaves primary school with a well-rounded artistic education and a lifelong appreciation for the creative process.

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1. **Information Technology**

**Intent:**

Our primary Information Technology (IT) curriculum is designed to equip pupils with the digital skills, knowledge, and ethical understanding necessary for the modern world. We aim to foster a love for technology, promote digital literacy, and prepare pupils to navigate an increasingly digital society.

**Implementation:**

1. **Digital Literacy**

* Our curriculum focuses on developing fundamental digital literacy skills, including keyboarding, file management, software manipulation and online safety.
* Pupils learn to critically evaluate digital information and practice responsible online behaviour.

1. **Computational Thinking**

* We introduce computational thinking concepts, including problem-solving, algorithmic logic, and basic coding skills.
* Programming activities are designed to develop logical reasoning and creativity in problem-solving

1. **Application Software**

* Pupils gain proficiency in using a range of application software, including word processing, spreadsheets, and presentation tools.
* Practical projects integrate IT skills with other subjects, promoting cross-curricular connections.

1. **Internet and Online Communication**

* We teach pupils how to use the internet safely and responsibly, emphasising the importance of privacy and ethical online behaviour.
* Online collaboration tools are introduced to foster communication and teamwork skills.

1. **Emerging Technologies**

* Our curriculum explores emerging technologies, such as augmented reality, virtual reality, and robotics, to expose pupils to the evolving landscape of IT.
* Hands-on activities and projects encourage exploration and experimentation with cutting-edge technologies.

**Impact:**

The IT curriculum aims to empower pupils with the digital skills and understanding needed for success in the 21st century. By the end of their primary education, our pupils will:

* Demonstrate proficiency in using a range of digital tools and software
* Apply computational thinking to problem-solving and coding activities
* Navigate the internet responsibly and critically assess digital information
* Embrace emerging technologies and adapt to a rapidly evolving digital landscape

Through continuous assessment, feedback, and collaboration we consistently evaluate and refine our IT curriculum to ensure that every child acquires the digital literacy skills necessary for future academic and professional pursuits.

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1. **Physical Education**

**Intent:**

Our primary (PE) curriculum is designed to promote physical fitness, develop motor skills, and instil a lifelong enjoyment of physical activity. We aim to nurture pupils' physical, social, and emotional well-being through a range of engaging and inclusive activities.

**Implementation**

1. **Physical Fitness and Health**

* We prioritise the development of pupils' physical fitness and health through a variety of activities, including cardiovascular exercises, strength training, and flexibility exercises.
* Lessons incorporate health-related fitness components such as aerobic endurance, muscular strength, and flexibility.

1. **Skill Development**

* Our curriculum focuses on the acquisition and refinement of fundamental movement skills, including running, jumping, throwing, catching, and balance.
* Progressive skill development ensures that pupils build upon their abilities over time.

1. **Sports and Games**

* We offer a diverse range of sports and games to cater to pupils' interests and abilities
* Through participation in team sports, individual sports, and cooperative games, pupils develop teamwork, sportsmanship, and leadership skills.

1. **Inclusive Practises**

* We promote inclusivity and cater to the diverse needs and abilities of all pupils.
* Differentiated instruction and adaptations are provided to ensure that every pupil can participate and succeed.

1. **Lifelong Participation**

* Our curriculum aims to foster a love for physical activity and encourage lifelong participation in sports and recreational activities.
* Pupils are empowered to take ownership of their health and well-being through regular physical activity.

**Impact**

The primary school PE curriculum aims to develop pupils' physical literacy, foster a positive attitude towards physical activity, and promote holistic well-being. By the end of their primary education, our pupils will;

* Demonstrate proficiency in a range of fundamental movement skills and sports techniques.
* Understand the importance of physical fitness and healthy lifestyle choices.
* Develop social skills, teamwork, and sportsmanship through participation in physical activities
* Embrace physical activity as an enjoyable and integral part of their lives.

Through continuous assessment, feedback, and collaboration with parents and the wider community, we consistently evaluate and refine our PE curriculum to ensure that every child leaves primary school with the knowledge, skills, and motivation to lead an active and healthy lifestyle.

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1. **Design and Technology**

**Intent:**

Our primary Design and Technology (D&T) curriculum is designed to inspire creativity, foster problem-solving skills, and promote innovation. We aim to empower pupils to become critical thinkers, makers, and designers who can apply their knowledge and skills to real-world challenges

**Implementation**

1. **Design Process**

* We introduce pupils to the iterative design process, which involves identifying problems, generating ideas, developing prototypes, and evaluating solutions.
* Pupils learn to think critically, creatively, and systematically as they work through design challenges.

1. **Practical Skills**

* Our curriculum covers a range of practical skills and techniques, including cutting, shaping, joining, and assembling materials.
* Pupils have opportunities to work with a variety of tools, equipment, and materials, including textiles, wood, metal, and plastic.

1. **Technological Understanding**

* We explore the principles of design, engineering, and technology, helping pupils understand how products are designed, made, and used.
* Lessons incorporate concepts such as structures, mechanisms, electrical circuits, and simple machines.

1. **Creativity and Innovation**

* We foster creativity and innovation by encouraging pupils to explore, experiment, and take risks in their design projects.
* Pupils are encouraged to generate original ideas and solutions to design challenges.

1. **Real-World Application**

* Our curriculum emphasises the application of design and technology skills to real-world problems and contexts.
* Projects may involve designing products, systems, or environments that address societal needs or environmental concerns.

**Impact:**

The academies D&T curriculum aims to develop pupils' design thinking, practical skills, and technological understanding. By the end of their primary education, our pupils will:

* Demonstrate proficiency in the design process, from idea generation to evaluation
* Acquire a range of practical skills and techniques for working with materials and tools.
* Understand the principles of design, engineering, and technology
* Apply their knowledge and skills to design and create innovative solutions to real-world challenges.

Through continuous assessment and feedback, we consistently evaluate and refine our D&T curriculum to ensure that every child leaves primary school with the confidence and capability to engage in design and technology processes and contribute to a rapidly changing world.

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1. **PSHE**

**Intent:**

Our PSHE curriculum is designed to empower pupils with the knowledge, skills, and attitudes needed to lead happy, healthy, and fulfilling lives. We aim to foster personal development, social awareness, and emotional resilience while addressing key aspects of health, well-being, relationships, and citizenship.

**Implementation**

1. **Personal Well-Being**

* We focus on developing pupils' self-awareness, self-esteem, and emotional well-being
* Mindfulness and well-being activities are integrated to support the development of emotional resilience and coping strategies

1. **Healthy Lifestyles**

* Our curriculum promotes a holistic understanding of physical health, nutrition, and the importance of an active lifestyle
* Pupils learn about making healthy choices and developing habits that contribute to their overall well-being

1. **Relationships**

* We provide age-appropriate relationships education to help pupils develop positive and respectful relationships with peers, family, and the broader community
* Lessons cover topics such as friendship, consent, and the diversity of families and relationships

1. **Social Responsibility and Citizenships**

* Our curriculum emphasises social responsibility, global awareness, and an understanding of community and citizenship
* Pupils explore topics related to social justice, equality, and the impact of their actions on the wider world

1. **Economic Education**

* We introduce basic economic concepts, financial literacy, and the importance of responsible decision-making in economic matters
* Skills related to budgeting, saving, and understanding the value of money are developed

**Impact**

The PSHE curriculum aims to prepare pupils for the challenges and opportunities of the future, promoting their personal and social development. By the end of their primary education, our pupils will;

* Demonstrate emotional resilience, self-awareness, and a positive self-image
* Understand the importance of healthy lifestyles and make informed choices about their well-being
* Build positive relationships and contribute to a respectful and inclusive community
* Develop a sense of social responsibility and global citizenship
* Acquire basic economic literacy skills for responsible financial decision-making

Through continuous assessment, feedback, and collaboration with parents and the wider community, we consistently evaluate and refine our PSHE curriculum to ensure that every child leaves primary school with a strong foundation for personal and social well-being.

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1. **Relationship Sex Education (RSE)**

**Intent**

Our primary Relationship and Sex Education (RSE) curriculum is designed to empower pupils with the knowledge, skills, and attitudes necessary to develop healthy relationships, make informed decisions, and navigate the complexities of growing up. We aim to promote respect, equality, and understanding of diverse identities and experiences.

**Implementation**

1. **Healthy Relationships**

* We provide age-appropriate lessons on the characteristics of healthy relationships, including friendship, family relationships, and romantic relationships.
* Discussions focus on communication skills, empathy, respect, and consent

1. **Human Growth and Development**

* Our curriculum includes lessons on human anatomy, puberty, and reproductive health, presented in a sensitive and age-appropriate manner.
* Pupils learn about the physical, emotional, and social changes that occur during puberty and adolescence.

1. **Personal Safety and Well-being**

* We teach pupils about personal safety, boundaries, and consent, empowering them to recognise and respond to inappropriate behaviour.
* Lessons cover topics such as online safety, bullying, peer pressure, and assertiveness skills.

1. **Diversity and Inclusion**

* We promote an understanding of diversity and inclusion, celebrating differences in gender identity, sexual orientation, family structures, and cultural backgrounds.
* Discussions highlight the importance of respecting and valuing diverse identities and experiences.

1. **Media Literacy and Critical Thinking**

* Our curriculum includes lessons on media literacy, helping pupils critically analyse and evaluate messages about relationships, body image, and sexuality in the media.
* Pupils develop skills to challenge stereotypes and make informed choices about their own values and beliefs.

**Impact**

The RSE curriculum aims to equip pupils with the knowledge, skills, and attitudes needed to develop healthy relationships and make informed decisions about their bodies and their lives. By the end of their primary education, our pupils will:

* Demonstrate an understanding of the characteristics of healthy relationships and consent.
* Have knowledge of human growth and development, including puberty and reproductive health.
* Possess skills to recognise and respond to personal safety risks and challenges.
* Respect and value diversity in gender identity, sexual orientation, and family structures.
* Critically analyse and evaluate messages about relationships and sexuality in the media.

Through continuous assessment, feedback, and collaboration with parents and the wider community, we consistently evaluate and refine our RSE curriculum to ensure that every child receives age-appropriate, relevant, and inclusive education about relationships and sexuality.

1. **Religious Education**

**Intent:**

Our primary Religious Education (RE) curriculum is designed to promote understanding, respect, and tolerance of different beliefs, cultures, and worldviews. We aim to foster spiritual, moral, social, and cultural development by exploring the diversity of religious and non-religious perspectives.

**Implementation**

1. **Exploration of Beliefs and Practises**

* We provide opportunities for pupils to explore the beliefs, practices, rituals, and celebrations of different religions and worldviews.
* Lessons encourage curiosity and open-mindedness, allowing pupils to learn about and from diverse faith traditions.

1. **Ethical and Moral Enquiry**

* Our curriculum facilitates ethical and moral inquiry, encouraging pupils to reflect on questions of right and wrong, justice, and compassion.
* Discussions focus on universal values shared by different religions and belief systems.

1. **Understanding Cultural and Religious Diversity**

* We promote an understanding of cultural and religious diversity, emphasising the importance of respecting and valuing differences.
* Pupils learn about the contributions of different cultures and faith communities to society.

1. **Critical Thinking and Dialogue**

* We encourage critical thinking and respectful dialogue, enabling pupils to express their own beliefs and opinions while listening to and learning from others.
* Debates and discussions are conducted in a safe and inclusive environment.

1. **Reflection and Personal Development**

* Our curriculum includes opportunities for reflection, meditation, and mindfulness, promoting spiritual and personal development.
* Pupils are encouraged to consider their own beliefs, values, and identities in relation to the wider world.

**Impact**

The RE curriculum aims to promote understanding, empathy, and tolerance of different religious and non-religious perspectives. By the end of their primary education, our pupils will;

* Demonstrate knowledge and understanding of key beliefs, practices, and teachings of different religions and worldviews.
* Develop respect for cultural and religious diversity, valuing the contributions of different faith traditions.
* Engage in respectful dialogue and critical thinking about ethical, moral, and philosophical questions.
* Reflect on their own beliefs, values, and identities in relation to the wider world.

Through continuous assessment, feedback, and collaboration with parents and the wider community, we consistently evaluate and refine our RE curriculum to ensure that every child leaves primary school with a broad understanding of religious and cultural diversity and the skills to navigate a pluralistic society.