

Rivenhall C of E Primary School – Curriculum Intent and Implementation

At Rivenhall C of E Primary School, our purpose is to provide the best quality of teaching and learning through an exciting, challenging, stimulating and memorable curriculum that is designed to respond to the children’s learning, social and cultural needs. We believe, that as an inclusive school, by responding to the needs of the whole child we give them the experiences, skills and knowledge to be successful both now and in the next stage of their education and in their future lives.

Our curriculum is designed to respond to the specific needs of our children and our community, we have identified key curriculum drivers to help to plan for and respond to these needs.



Curriculum Driver	Intent	Implementation
Enabling Learning	<ul style="list-style-type: none"> We recognise that not all of our children come to school with strong learning skills and our curriculum needs to build these skills and give all of our children a wide range of opportunities and experiences. Our spiral curriculum of knowledge and skills will ensure that the scaffolding offered supports children to build on their previous learning, deepening their understanding; and ensuring they are ready to embark on the next step of their journey to adulthood. It is important for our children to have the skills and knowledge required to be successful both now and in the next stage of their education. We will ensure the curriculum fosters enthusiasm for learning and builds strong learning behaviours. 	<ul style="list-style-type: none"> We will encourage the children to read an increasing range of books to develop a rich vocabulary. We will model and reinforce the correct use of vocabulary and grammatically correct sentence structure. We will support children to develop their mathematical language to support their reasoning in maths. We will enrich the children’s vocabulary by exposing them to quality literature. We will model the use of ambitious language and technical and subject specific vocabulary will be used at appropriate times.

	<ul style="list-style-type: none"> • We want children to challenge misconceptions and question. • The vocabulary of children nationally and locally is narrowing and we as a school need to ensure that we broaden children's exposure and understanding of a range of rich vocabulary 	
Inspiring Aspiration	<ul style="list-style-type: none"> • Our children do not necessarily have a wide range of cultural experiences. Exposure to rich cultural experiences contribute to creating happy and resilient people. • We celebrate the unique characteristics and the individuality of all people, explicitly and implicitly throughout our school. • These range of opportunities help to equip our children to live in an evolving, diverse and modern Britain. 	<ul style="list-style-type: none"> • We will provide our children with a wide range of cultural experiences both within our school environment and the wider world. These opportunities will help them to respect and embrace cultures different from their own. • Our curriculum ensures that each child is enabled to access a range of opportunities to help them build their own cultural capital through visits, visitors, experiences and ventures.
Developing Faith	<ul style="list-style-type: none"> • Within our curriculum and wider school experience there are opportunities for Spirituality in areas of the curriculum other than RE or collective worship. • Developing faith is also seen as developing children's self-confidence and self-belief. • Through gaining an understanding of their own beliefs and having a deeper understanding of others, the children will learn to open their horizons of hope and aspiration. • Religiously literate children will be able to hold balanced and well-informed conversations about religion and world views. • Our children will be able to make sense of religions, the world around them and begin to understand the complex world in which they live. • Through the curriculum, we will enable pupils to become free thinking critical participants of public discourse who can make academically informed judgements about important matter of religion and belief that shape the global landscape 	<ul style="list-style-type: none"> • Our curriculum offers opportunities for the children to use their knowledge of subjects to engage in quality discussion that demonstrates an understanding of their and other people's views. • Our RE curriculum encourages the children to know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses. • In school, children are encouraged to express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multidisciplinary approach • We will promote the spiritual, moral, cultural, mental and physical development of our children and of our school community as this will prepare the children for the opportunities, responsibilities and experiences of later life.

	<ul style="list-style-type: none"> We will ensure that the children understand that individual human dignity is the ultimate human worth of each person, including themselves, and that this is central to a good education 	
Promoting Wellbeing	<ul style="list-style-type: none"> We will encourage children to be comfortable and confident in themselves, their self-worth and their approach to life in school and beyond. All children need good emotional mental health and well-being to use as a tool as they move through their lives. Our curriculum will need to develop our children's social skills to enable them to build and maintain positive relationships to use in their lives. Children nationally and locally need to be able to keep themselves safe online and as they go through their lives. We recognise the impact that social media can have on children and adults and we want our children to gain their self-worth from an understanding of their personal value from the successes they have rather than feedback from online. 	<ul style="list-style-type: none"> We will help children to understand their own emotions and to develop a toolbox of strategies to enable them to self-regulate. We will teach children to understand the importance of keeping themselves mentally healthy and the ways in which they can do this. We will teach children to recognise different emotions and feelings in others and to develop strategies to support them whilst maintaining their own well-being. We will model how to make and maintain positive relationships with others and encourage the children to do so. We will ensure our PSHE curriculum explicitly teaches skills for staying safe online and strategies to use if a child needs help or support. Using input from specific services (Police, Fire and Rescue, Bike Ability and Road Safety) the children will have opportunities to explore and develop skills to keep themselves safe in different situations.
Encouraging Responsibility	<ul style="list-style-type: none"> We aim to support children to identify what good learning behaviours look like and to develop a positive growth mindset enabling them to develop strategies to help themselves and to solve problems. We have identified that the children will need support to develop a healthy respect for other people and our environment in school and beyond. 	<ul style="list-style-type: none"> We will encourage children to persevere and ask for help when needed. We will reinforce positive learning behaviours and encourage children to take ownership of their learning by praising positives and supporting children to grow and learn from their mistakes. We will teach the skills to enable children to work collaboratively together. We will support the children to take responsibility for their actions and accept appropriate consequences.