

Principles of our whole school Curriculum Approach at Bunbury Aldersey CE Primary School

At Bunbury, it is our aim to ensure that our whole curriculum leads children through deep knowledge, while allowing them wide opportunities to develop enquiring minds and develop their own opinions. We want our children to leave us equipped with the skills and motivation to contribute to the common good, address global challenges and flourish in a complex world.

The curriculum at Bunbury Aldersey is constructed in order to provide systems of learning and lived experiences that enable the pupils at our school to develop and grow as learners, empowering all children to fulfil the school's vision: 'Let Your Light Shine'. The school curriculum is focused on growing the whole person, through a broad range of subjects and wider opportunities.

Its intent is to empower pupils in learning; to facilitate efficient acquisition of knowledge and to provide clear steps for progression and to develop a rich cultural capital. Through high-quality texts, resources and experiences, it aims to inspire our pupils to develop inquiring minds and to have a world view that is full of hope. The curriculum meets the needs of all learners through a loving, nurturing environment, rich in social, spiritual and moral learning. It equips our pupils with the tools that will enable them to succeed in academic, professional and personal contexts throughout their lives.

Our school curriculum design is rooted in our core values:

Succeed – Hope – Inspire – Nurture – Empower

SHINE






Our *Connected Curriculum*, for academic learning, is underpinned by the belief that children learn best when subjects link and overlap and meaningful connections are made between learning experiences. Its aim is to develop the disciplinary skills of Literacy across all subjects e.g. to write like a Geographer, to read like a Historian, to speak like a Scientist. It is strongly rooted in high quality texts as we recognise that the brain 'privileges stories'. The sequence of learning is carefully considered to ensure that knowledge and skills are progressively developed. Key concepts are presented early and repeatedly throughout the curriculum with deepening complexity, with the intention that deeper learning is achieved through a connected 'conceptual fabric'.

There are various key elements that have been incorporated and interweaved, where appropriate, to develop our broad and balanced ambitious *Connected Curriculum*. Some elements are taught discretely and others are connected to the main *Pathways to Write* book for the term. Subject leaders have developed a well sequenced and progressive long term plan for their subject area.

How we connect to others in and beyond our community is an important element that shapes our ethos and the remaining whole school curriculum.

British Values

At Bunbury, we uphold and develop pupils' understanding of British Values. These are taught across the curriculum and in some cases as discreet lessons.

 <p>Democracy</p> <p>Considering how citizens can influence decision making through the democratic process. Encouraging respect for and participation in democratic processes</p>	 <p>Rule of Law</p> <p>Distinguishing right from wrong. Developing respect for the rule of law and an understanding that it protects and is essential for wellbeing and safety. The role of the police and courts in maintaining the rule of law.</p>	 <p>Individual Liberty</p> <p>The freedom to choose and hold other faiths and beliefs is protected in law.</p>	 <p>Mutual Respect</p> <p>The importance of identifying and combatting discrimination</p>	 <p>Tolerance</p> <p>Other people having different faiths or beliefs to us (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>
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Behaviour for Learning – SAFE, KIND and RESPECTFUL

At Bunbury, our behaviour system is based on the Conscious Discipline and Trauma Informed Models

Safety	Connection	Problem Solving
<p>We recognise that children need to feel safe to function optimally Adults use the language of safety when discussing behaviour</p>	<p>We recognise that children need to feel connected to the adults they work with in order to reach their full potential Adults aim to connect with each child</p>	<p>We recognise that problem solving is an important part of learning how to make good behaviour choices Mistakes are opportunities to learn</p>
		

We use a positive model to support conversation and discussion

We use a framework to learn, develop, reflect and review how we work together

We connect before we correct We use personal – centered thinking to support and structure progress and understanding

We understand that our emotional state determines the climate in our school

We use empathic listening and motivational interviewing to elicit change

Our aim for all children, families and colleagues in school:

- to feel safe both physically and emotionally
- to be able to regulate/self-regulate their emotional and sensory needs
- to be connected through positive and attuned relationships
- to be ready to learn building academic skills and personal resilience

“Let Your Light Shine” Matthew



“Let your Light Shine” is both a culture and a structure. Bunbury has a teamwork approach to school culture and belonging; pupils and staff are count on the school community to be safe, affirming, and a place of healing. Our pupils experience an authentic community at school that enables them to thrive socially, emotionally and academically and make meaningful contributions to a better world.

Our school culture focusses on:

- developing a true sense of belonging for all children in our learning community. This is not the same as including people.
- supporting children to feel comfortable to be themselves and be accepted.
- publicly apologising for hurtful actions and acknowledging others' efforts, talents and achievements.
- enacting a “let your light shine” culture all day, every day by everyone.

No Outsiders

At Bunbury, our children benefit from an inclusive education that promotes community cohesion and prepares them for life as global citizens. No Outsiders enables children to recognise and embrace the diversity around them in preparation for global citizenship. The ethos teaches that ‘there are no outsiders here because everyone is welcome’. The resource uses the Equality Act 2010 as a foundation to ensure no protected characteristic is left out.



Woodland Learning



At Bunbury, children have regular opportunities for outdoor learning, including sessions in our Woodland learning area with a trained specialist. These opportunities enable children to: • take risk • collaborate and make social connections • engage and appreciate the natural world • gain confidence • develop perseverance when a task is challenging • develop creative thinking skills and be willing to try out different ideas • work with increasing levels of independence

Rights Respecting Schools

As a Gold Rights Respecting school, we have explicitly adopted a child rights approach based on the United Nations Convention on the Rights of the Child and this is embedded in school policy, practice and culture. Children at Bunbury have a thorough understanding of a child's rights, and rights respecting attitudes and language are embedded.



Music for Life



Provided by Music for Life, paid opportunities are available during the school day for Guitar, piano, keyboard and cello tuition. In addition, school provides a term of whole year of brass tuition for Year 4 with a final performance at Bridgewater Hall. These opportunities inspire children to engage with music throughout their school life and beyond.

Bikeability

At Bunbury, children in Year 5 have the opportunity to take part in Bikeability training. Bikeability cycle training is a practical training programme, which provides schoolchildren with a life skill and enables them to cycle confidently and competently on today's roads.

