



Love Life
Love Learning
Grow in Faith

Whole School Curriculum

'...whatever things are noble, whatever things are just, whatever things are pure, whatever things are lovely, what ever things are of good report, if there is any virtue and if there is anything praiseworthy – meditate on these things. The things which you learned and received and heard and saw in me, these do, and the God of peace will be with you.' Philippians 4:8-9

The curriculum is the sum of all children's experience at school.

Our review of our Whole School Curriculum will be driven by the following objectives:

- To meet the needs of the children here at Linby cum Papplewick.
- To reflect our values and Christian ethos and fulfil the Mission & Aims of the school.
- Define a curriculum that is distinctive to the school in the context of its children, community and relationship with the church and developing partnership with the National Academy and National Family of Schools.
- Use a variety of Teaching & Learning approaches.
- Meet statutory requirements.

The curriculum seeks to secure for all pupils irrespective of ability, gender or cultural, religious or social background, entitlement to a number of areas of learning. It also seeks to develop the skills, knowledge and understanding necessary for pupils' development as active and responsible citizens (who understand right from wrong, respect the law and respect others) and fulfil their God given potential and calling.

It aims to enable all pupils to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work. In particular they need to respond as individuals, parents, workers and citizens embracing change, for example: the rapid expansion of communication technologies changing work and leisure patterns, and values in society.

This includes the formal programme of educational provision, the informal programme of extra-curricular activities and the aspects of organisation, management and interpersonal relationships which contribute to the development of the school ethos, thereby raising the aspirations and achievement of all children.

The curriculum should:

- provide breadth and balance;
- seek to provide immersion opportunities to accelerate learning according to the learner's interests, motivations or needs;
- make a commitment to high achievement and success for all;
- be underpinned by the aim of nurturing children's spirituality;
- focus on continuous improvement;
- be both matched and relevant to the needs of individual learners and draw on their interests and motivation;
- be concerned with planned progression;
- be inclusive of the needs and abilities of all children;
- provide for spiritual, moral, personal, emotional and social development;
- have a strong emphasis on creative nurture;
- move where possible to become holistic and integrated so that links can be made between learning and learning can take place within a relevant context with integrity
- reflect a commitment to develop the key skills of *independence, self motivation, team work, communication and problem solving*;
- value all intelligences as classified by Gardner's Eight Forms of Intelligence (1983): *Linguistic – language & words, Logical & Mathematical, Musical & Auditory, Visual / Spatial, Kinesthetic – physical skills, Interpersonal – sensitivity to others, Intra personal – self-knowledge & inner focusing, Intuitive & Spiritual – feelings*;
- Value the role of 'play' in learning;
- Promote love of learning and lifelong learning.

Our aim is to use a wide variety of approaches to teaching to provide a motivating context to learning, build self-esteem, positive self-image and risk taking to help all children learn effectively.

Planning will start from learning outcomes rather than content or activity to maximise its effectiveness. We also believe that revisiting areas by applying skills, knowledge and understanding to new contexts and problems and building on prior experience and understanding can make learning more effective.

'Among the most significant purposes of education are forming people of love, care and compassion, with a deep sense of hope, who appreciate beauty and wonder and who serve the world by their gifts. The curriculum is not the purpose of education but the means to the end.' Professor Bart J McGettrick – University of Glasgow, *Thinking about Thinking*, March 2004.