



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

"Therefore encourage one another and build each other up," 1 Thessalonians 5:11

Curriculum Information

Newbold Church of England Primary Curriculum Statement

Our Curriculum is:

- Relevant to children and their futures.
- Addresses the current issues we face in the Environment.
- Develops understanding of and deep respect for the beliefs and cultures of others.
- Builds the knowledge and basic skills for a future beyond this school.
- Is engaging and motivating.

Our Vision is to develop children who:

- Are inspired learners.
- Are good citizens.
- Are independent thinkers.
- Have enquiring minds.
- Live, learn and excel together.
- Encourage one another and build each other up.

Our Intent ...

Our curriculum has been developed to create children who support each other to live learn and excel together as a Christian Community:

Successful Learners:

- who enjoy learning and have the knowledge to achieve their full potential.

Confident Individuals:

- who have enquiring minds, support others and show a growth mindset and resilience.

Responsible Citizens:

- who believe in global responsibility, equality, develop empathy and show kindness to all.

Balanced Individuals:

- who know how to keep themselves healthy, both physically and mentally, to support their long-term well-being.



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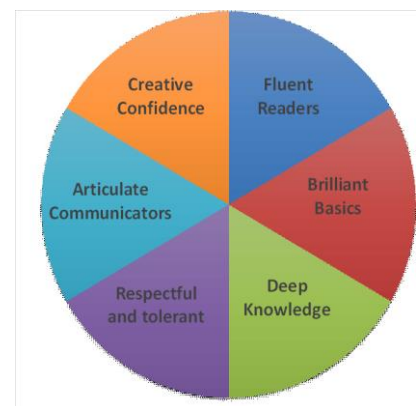
- who have strong Christian Values developed through our distinctively Christian ethos and an enriching and rigorous RE and Collective Worship curriculum,

This is the philosophy of how we want to work and learn. These aims underpin all of the learning that takes place in our school. Each strand has clear focuses to ensure we develop the whole child and we intent pupils to have a wide range of experiences that add to their overall character.

Explore each strand in greater detail below:

Successful Learners

- Are fluent and effective readers who have a rich vocabulary and enjoy reading for pleasure.
- Have secure basic skills that ensure they are literate and numerate, writing, calculating, problem solving and reasoning with confidence.
- Have a deep knowledge and understanding of the National Curriculum that prepares them for future learning beyond our school.
- Have a belief that they are creative and can achieve what they set out to do in their own way.
- Can communicate articulately and confidently in a range of forms and situations.
- Understand and have a deep respect for the beliefs and cultures of others.



Responsible Citizens

- Are aware of the wider world and has a sense of their own role as a world citizen.
- That understand their responsibility to the environment.
- Who respect and value diversity and equality.
- Are committed to democracy and justice and take responsibility for their actions.
- Participate in the community at a range of levels, from the local to the global.
- Have empathy for others.





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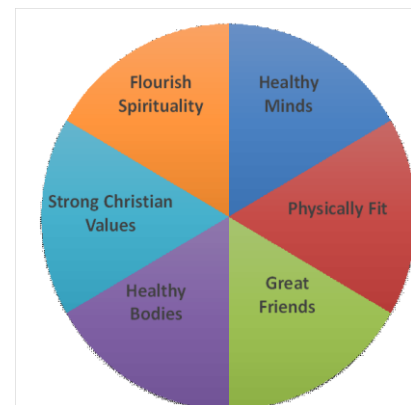
Confident People

- Self-Manage by organising themselves and work out goals and priorities.
- Effectively take part in school life and develop the skills to listen and discuss.
- Think creatively by generating and exploring relevant ideas, and making original connections.
- Reflect on learning by evaluating their strengths and limitations as learners.
- Develop independent lines of enquiry by gathering, processing and evaluating information.
- Work confidently with others, adapting to different contexts and taking responsibility for their own role.



Balanced Individuals

- Have strong Christian Values to guide the choices they make in life.
- Understand their own spirituality and value that of others.
- Understand why it is important to keep fit and be active.
- Know how to make healthy lifestyle choices.
- Know how to make friends, stay friends and resolve difficulties.
- Know the importance of mental wellbeing and how to develop strong mental health.



Implementation

As a whole school, we provide a subject based, broad and creative curriculum. Each subject discipline has a clear progression of the knowledge that is to be taught and teaching strategies are chosen carefully to ensure that this knowledge is embedded, practiced and retained.

Learning is linked together through the use of curricular vehicles to ensure that children have a coherent understanding of the connections that should be made between subjects and how knowledge is transferable.

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