

The pupils, staff and governors of Whinstone have worked collaboratively to design a broad, ambitious and rich curriculum. We pride ourselves on the quality and breadth of the curriculum offered. Our curriculum is designed to serve the needs of all pupils using a variety of approaches and stimuli including visits, visitors, theme days and engaging activities. We are committed to making learning enjoyable in a ready, respectful and safe place. We aim to nurture respectful, tolerant, well-rounded and confident children equipped with the necessary life skills to continue to achieve beyond Whinstone.

At Whinstone we strive for a curriculum that:

- is ambitious for all our pupils;
- is coherently planned and sequenced;
- is adapted, designed and developed for all pupils to access including those with special educational needs and/or disabilities;
- is broad and balanced for all our pupils
- gives opportunities to develop leadership skills and develop positive character traits

<u>What do we want to develop in our children at Whinstone Primary School?</u>	<u>What does this look like in our school?</u>	
Be Ready	Be Ambitious – aim high, exposure to experts and role models, challenge provided in teaching knowledge, skills and vocabulary	<ul style="list-style-type: none"> • All children are encouraged to have high aspirations and to be active citizens – through roles in school, positive mind-set activities, readiness to learn and carefully chosen resources • Experts and role models are identified in the curriculum, enhanced by visits and trips, fostering their interests and a ‘can do’ attitude • Our inclusive curriculum progressively introduces knowledge, skills and vocabulary, with clear end points and expectations • Vocabulary is defined and developed at all stages • Pupil voice is actively encouraged, lessons encourage children to be aspirational and curiosity is encouraged and developed • Children are articulate with the vocabulary they use • Children enjoy an exciting and enjoyable curriculum and are supported and challenged in their learning

	<p>Be Independent – Prepared for now, the next steps and for life</p>	<ul style="list-style-type: none"> • Children have what they need to learn and can access this themselves • Children have classroom roles and are encouraged to participate • Over time, children develop in their ability to work independently and organise themselves • Assessment will show children have gained the knowledge and skills needed for the next lesson/topic/year/secondary education/next stage • Children gain opportunities to volunteer and learn about charity work, including helping others • Children have opportunities to make choices and decisions • Appropriate to age, children collect own resources, change own books • Children are encouraged to think independently and their opinions are recognised through purposeful questioning techniques • Children are encouraged to be creative, unique and open minded
	<p>Be Resilient – confident, develop self-regulation, well-being strategies and be problem solvers</p>	<ul style="list-style-type: none"> • Children are taught about mental health and well-being in Readiness to learn and PSHE/RSE lessons including, nurturing self-care, calming techniques and a positive self-view • Children develop confidence through achievements including through exercise, sport/PE and extra-curricular activities • Self-regulation and understanding emotions is an integral part of daily school life • School is a safe place where children are encouraged to express

		<p>their worries and ask for help</p> <ul style="list-style-type: none"> • Children are supported to develop skills to resolve things under their control • Children are taught that change is a part of life and about setting small goals to achieve big things • Children have opportunities to solve problems and articulate their reasoning
<h2>Be Respectful</h2>	<p>Respectful behaviours – towards ourselves, our peers and others</p>	<ul style="list-style-type: none"> • Children demonstrate respectful behaviour in classrooms and in and around school • Adults and children are positive role models for each other – everyone is respected • Adults, children and their peers are polite towards each other and are caring, demonstrating a strong moral purpose and modelling social skills • Anti-bullying work and the PSHE/RSE curriculum teaches children about respect • We aim to create lifelong learners who are respectful and confident
	<p>Respect British Values and the Rights of Others- Understand our rights, how they affect our lives and rights of children globally, celebrating differences</p>	<ul style="list-style-type: none"> • All children, staff, governors, visitors and people in our local community are respected and valued as individuals • Children learn about children’s rights, on a local and global level • Children understand the purpose of the charity work that the school does • Children learn about how we are the same and how we are different and celebrate diversity • RE curriculum teaches about different faiths and children learn about different cultures through

		<p>many different curriculum areas</p> <ul style="list-style-type: none"> • Fundamental British Values are introduced, discussed and lived through the ethos of our school
	<p>Respect the environment – our school, the community and the wider world</p>	<ul style="list-style-type: none"> • Children are encouraged to tidy up after themselves, take on school roles to support the school and use equipment correctly • Children demonstrate respect when attending trips and visits in the local community and beyond • Children learn about relevant and current events, locally and globally, including environmental issues such as climate change.
<p>Be Safe</p>	<p>Keep ourselves safe – know how to report concerns and worries, including with friendships</p>	<ul style="list-style-type: none"> • School is a safe environment where children know how to report worries and concerns • Children are taught how to keep themselves safe throughout the curriculum • The PSHE, RSE and Science curriculum support learning about keeping safe • Children will be supported to make a positive contribution to our rapidly changing society • Children know how to respond to anti-social behaviour
	<p>Being safe in the school and community – Knowledge about our families, the school, the local context and wider world</p>	<ul style="list-style-type: none"> • Children know about ways to keep everyone safe, including through tidy environments, cloakrooms and school grounds • Children learn about relevant issues that affect the local community, including the dangers of electricity, ‘stranger danger’ and this is adapted by current events

		<ul style="list-style-type: none"> • Children who may be vulnerable are identified and we work with our parents and carers • Children learn about people who help us, including emergency services and the NHS • Children understand our local contextual safeguarding risks including water/river safety
	<p>Being safe online –Using technology for the right reasons and knowing its limitations</p>	<ul style="list-style-type: none"> • The IT curriculum is progressive and meets the needs of the children at Whinstone (many of whom have access to personal devices). • Children are taught about online safety, online bullying and how to use technology in a safe way • Children follow school rules when using technology • Children know who to report any worries and concerns to