



Croyland Curriculum

Our Curriculum is our unique offer to our children; it is our tool by which we raise achievement and enhance personal growth. Our curriculum has been developed through a consensus of opinion between staff, pupils and parents.

In designing our curriculum to stimulate engagement and learning , the teaching team of Croyland Primary School focussed upon the two questions below:

1.What do we want our children to learn ?

- a. What have we got to teach ?
- b. What do we need to teach - what is important for our children ?
- c. An understanding of the now!

2. How shall we teach it? (Creating the right 'Context for learning'/pedagogy)

Our Curriculum Vision

“The School’s Curriculum promotes and sustains a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils behaviour and safety, and contributes very well to pupils academic achievement, their physical wellbeing, and their spiritual, moral, social and cultural development.” OFSTED L & M Outstanding

UN Convention of Children's Rights

We are a rights Respecting School

Our Core Purpose:

At Croyland Primary School, our core purpose is to ensure the highest standards of pupil achievement within a safe, inspiring and inclusive learning environment. We also strive to develop inner confidence, foster curiosity and personal interests, and encourage a wider appreciation and understanding of an ever changing world. We value the unique characteristics of each child, and nurture their progression towards becoming positive contributors to society.

Created by Miss Deakin, The Governing Body and staff of Croyland Primary School

In our commitment to the United Nations Convention of the Rights of the Child, children's rights are embedded into the ethos, culture and development of our school.

During the school day, Croyland Staff act in loco parentis for our pupils and we considered the school building as "home".
Article 28, 29, 2,3,4,5,6, 12, 13,14,15,17,19,24, 27,31

You have brains in your head. You have feet in your shoes. You can steer yourself, any direction you choose. ~ Dr. Suess

1a. What do we want our children to learn?

The Formal Curriculum at CPS

What have we got to teach?

Formal Curriculum

- National Curriculum 2014
- Agreed Syllabus for RE

A Formal Approach

- PHSE
- Preparation for a life in modern Britain (SMSC)
- SRE

Enhanced through Enrichment: Visits and Visitors

Preparation for Life in Modern Britain

This curriculum “focus” is embedded through our school ethos, our RE and PHSE curriculum.

	Respect for democracy and support for participation in democratic process	Respect for the basis on which the law is made and applies in England	Support and respect for the liberties of all within the law	Respect for and tolerance of different faiths and religious and other beliefs
Religious Education	Democracy	The Rule of Law	Individual Liberty	Mutual respect and tolerance of those with different faith and beliefs
EYFS KS1 KS2		Teaching the “rules/laws” of each individual religion. e.g. Christianity and The Ten Commandments and those identified within the Northamptonshire Agreed Syllabus (NAS).	Teaching throughout the NAS that every everyone is different and that different families have different beliefs, follows different rituals/routines/wear different clothes etc. based on their religion.	Widely taught in each year group from YR to Y6. Building up a tolerance and understanding of those who believe in different religions and have different opinions.

Preparation for Life in Modern Britain

PHSE	Democracy	The rule of Law	Individual Liberty	Mutual respect and tolerance of those with different faith and beliefs
EYFS KS1 & KS2	<ul style="list-style-type: none"> Year 2 – 6 school council ballots and manifestos. 	<ul style="list-style-type: none"> Croyland Value System Positive and regular interaction with Neighbourhood Police Sanctions of Restorative Justice to ensure pupils are aware of the impact of their actions on the wider school community. 	<ul style="list-style-type: none"> Anti Bullying whole school ethos through a pupil led committee, and staff representative: Safety Committee. UNICEF: Rights Respecting School 	<ul style="list-style-type: none"> School Curriculum Embedded system of values through Croyland C. Northamptonshire agreed syllabus supported by visits and resources.
Enrichment	<ul style="list-style-type: none"> Year 6 Parliament Trip – Citizenship 	<ul style="list-style-type: none"> Year 6 Parliament Trip Year 3 Mayor’s office trip. Visits from Community Police with police cars and van. 	<ul style="list-style-type: none"> Event days that focus upon the special characteristics of children in schools: Diabetes/Downs Syndrome. 	<ul style="list-style-type: none"> Places of Worship visits through RE curriculum.

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A Formal Approach: PHSE

PSHE topics covered in each school year

Teaching Topics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy and safe relationships		✓	✓	✓	✓	✓
Consent			✓	✓	✓	✓
Internet safety	✓	✓	✓	✓	✓	✓
Peer pressure		✓	✓	✓	✓	✓
Bullying	✓	✓	✓	✓	✓	✓
Stranger Danger	✓	✓				✓
Alcohol, drugs and substance misuse		✓		✓		✓
Safe touching	✓		✓		✓	
Sexual exploitation and abuse			✓	✓	✓	✓
Staying safe from harm		✓	✓	✓	✓	✓
Emotional wellbeing and mental health	✓	✓	✓	✓	✓	✓
Gangs					✓	✓
Female genital mutilation					From 2017 ✓	
Sustainable Development			✓	✓	✓	

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Sex and Relationship Education at Croyland Primary School

This part of the curriculum is taught in the summer term as part of the PHSE Curriculum

Year One

Growing and changing, families and care

Year Two

Families - diversity

Year Three

Relationships, personal space, family differences, help and support

Year Four

Growing and changing, body changes, hygiene

Year Five

What is puberty, physical and emotional changes, hygiene

Year Six

Reproduction, conception and pregnancy, relationships

The Croyland Curriculum:

1b. What do we need to teach?

- > Which traits do we want to see in our pupils?
- > Which challenges do our pupils' backgrounds present?
- > What are our values?
- > Where is our school?

What do our children need ?

- In our Community: **Keeping safe and making a positive contribution**
- World Ready: The Bigger Picture – Adventure; **Global Awareness**: Be curious
- **Independent Life skills**
- **Resilience to Difficulties - A can do attitude**
- **The values of successful people, Aspiration and the notion of following "Dreams"**
- **Experiences so to identify Talents**

What does this look like within our wider curriculum?

- Growth Mind-set; the notion of self improvement
- Children's Rights: What is their entitlement?
- Thinking Strategies - open your mind, using your voice
- Healthy Body/Healthy Mind through access to sport and wellbeing teaching.
- Before and After School Enrichment
- Wider Opportunities for Music
- Positive Relationships with authority within those who support the community
- Opportunities: What is your talent?
- St John Ambulance First Aid Training

The Informal Curriculum

1c. An understanding of the now!

Informal Curriculum

- Response to World Affairs
- Response to community issues
- Spontaneous event led by our children's interest

Why?

- The informal curriculum brings relevance and context to our children's lives.

Croyland Curriculum

How shall we teach it? (2)

We evaluate the success of our curriculum provision through the criteria listed below:

Ensures achievement in a range of subjects

Improves personal development outcomes; “the growth of the whole child”

It responds to, or is made real and meaningful within our children’s lives (concrete)

Enjoyable: it is delivered with imaginative thought (pupil voice)

Enables safe ‘risk taking’

Promotes curiosity, i.e. for further study out of school

Develops core skills alongside the acquisition of knowledge

Enriching: enriched through visits and visitors and rich first hand experiences

Takes you beyond the familiar: it takes you from the classroom, into the community and beyond. It takes you on adventures: it opens your eyes to the world

It makes you think, and re consider your thoughts.

It is talked by parents and carers with interest

We hope that our curriculum will ensure that our children are academically ready for the next phase of their education, that it will assist in their general development and maturity, and that it addresses the issues of 'facing life challenges' but also make learning "cool".

We endeavour to relate abstract learning experiences to their lives and settings in order to ensure concrete understanding of difficult topics and finally, we hope, that it ensures that all our pupils have a concept of the 'real' and 'big' world, and the adventures and opportunities that are out there for them.