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| **St Chad’s Curriculum Rationale** |
| **Our pupils; “a force for positive change”**  At St Chad’s we often reflect on what we do and how we are doing it to remind ourselves of our core purpose. It is, not only to ensure our children achieve their full potential but because, as they experience our curriculum, they will have the skills, knowledge and values to be able to be a force for positive change in this world. We want to give our pupils what they need to make the world a better place, in line with Catholic Social Teaching, leaving the world in a better place. Our pupils need to understand that they can make a difference and that they have a voice that we can help be heard. Their views on issues that affect children need to be heard and we need to facilitate this. Our curriculum is such that during this time they realise they can become a force for positive change: in their homes, their school, their community and the world.  At St Chad’s we strive to provide an ‘I Wonder’ curriculum grounded in a strong sense of ethical values, which includes established bodies of knowledge alongside the skills and dispositions required for future success. The aim of this curriculum is to support pupils in becoming active, critically minded citizens and happy, well-rounded individuals capable of life-long learning. At our school, the key dispositions we want our children to develop are the drivers of our curriculum and the bodies of knowledge are the means to facilitate and grow these behaviours. |
| **Key Dispositions – Overview** |
| In line with British Values and social, moral, spiritual and cultural factors, the curriculum aims to encourage pupils to have:  • high levels of curiosity and intrinsic motivation  • the ability to be reflective  • the ability to express any worries and ask for help if needed  • an awareness of local, national and international issues and events  • the ability to think independently and critically  • an understanding of sustainability and a sense of stewardship in relation to the local, national and global environment  • an understanding of resilience  • strategies for independent learning  • the social skills required to work collaboratively  • tangible outcomes that have a positive impact on themselves, their communities and the world |

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| **Key Dispositions in more detail** | |
| Curiosity and Intrinsic Motivation | Example of opportunities |
| ***“Knowledge which is acquired under compulsion obtains no hold on***  ***the mind.” – Plato***  • pupils can ask insightful and relevant questions  • pupils can organise, carry out and record research  • pupils can be involved about the content of their learning | Between 1 and 3 trips per year  Live Eggs  Life Cycle of a butterfly  Professor Bubbleworks  Hands on Science  I Wonder Wow introduction – Hook for learning  Project based learning with tangible outcomes |
| Being Reflective | Example of opportunities |
| ***“We do not learn from experience; we learn from reflecting on***  ***experience” - John Dewey***  • pupils can discuss their use of Success Criteria, Learning  Objectives and personal targets  • pupils can discuss problems which arise in their learning and  how they addressed these  • pupils can discuss their decision-making and provide evidence  to support it.  • Pupils can reflect on their own behaviour and reconciliation | Pupils use metacognitive strategies to improve their own learning  Weekly maths investigation lessons  Pupils taught how to Green Pen Task and reflect on their and peers learning.  Staffed reflection groups |
| The ability to express any worries and ask for help if needed | Example of opportunities |
| ***“Every day in a hundred small ways children ask, “Do you see me? Do***  ***you hear me? Do I matter?” Their behaviour often reflects our***  ***response.” L.R. Knost***  • Pupils feel safe, secure and loved at school  • Pupils feel they can discuss their worries with staff  • All staff show empathy and understanding and know that  behaviour is communication  • Pupils develop a feeling of care and empathy towards one  another | Daily morning meet and greet time- FSW & SLT  Emotional wellbeing discussed at pupil progress & Inclusion meetings alongside progress in core subjects  Bi weekly SLT SLAB meetings (Safeguarding, Lateness, Attendance and Behaviour )  Listening ear – drop in sessions - FSW  Targeted emotional wellbeing sessions  Lunchtime “Fantastic Friends Club” |
| An Awareness of Local, National and International Issues and Events & A Sense of Stewardship | Example of opportunities |
| ***“It is our collective and individual responsibility to preserve and tend***  ***to the world in which we all live.” - Dalai Lama***  • pupils can discuss and reach their own conclusions in response  to issues and events  • pupils have an understanding of the importance of the rule of law  • pupils understand the role they play as a custodian of culture,  community and environment.  • pupils understand the role CAFOD plays in ensuring fairness and dignity across the world. | Children work with CAFOD to look at sustainability and how this can be improved in  their schools, homes and community. For example, whole school work on Walk Against Hunger, Step up to the Plate and Going Green.  Laudato Si |
| Thinking Independently and Critically | Example of opportunities |
| ***"It is the mark of an educated mind to be able to entertain a thought***  ***without accepting it."—Aristotle***  • pupils are engaged in challenging stereotypes, prejudice and injustice  • pupils are engaged with democratic processes  • pupils have a positive awareness of cultural difference  • pupils can engage with the ‘I Wonder Questions’.  • Pupils engage in debate and persuasive argument | Parliamentary Reception to thank supporters who have campaigned for CAFOD  Pupils engaged in School Council to improve current situations  Pupil Leadership Team  Faith Leaders |
| Resilience | Example of opportunities |
| ***“I am not what happened to me, I am what I choose to become.” - Carl***  ***Jung***  • pupils have an awareness of Growth and Fixed Mindset  thinking  • pupils view mistakes as opportunities for learning that require  effort  • pupils embrace challenge. | Staff CPD on growth mindset  Regular investigations timetabled in maths to aid development of strategic  thinking and resilience- Beam Box  Challenge morning with parents |
| Independent Learning | Example of opportunities |
| ***The greatest sign of success for a teacher is to be able to say, “The***  ***children are now working as if I did not exist”- Maria Montessori***  • pupils (without profound SEND needs) can work without adult support  • pupils have strategies for independence e.g. accessing  resources when needed, seeking help from a peer, using a  reference text to explain a concept.  • pupils can evaluate their progress, identifying strengths and  weaknesses  • Pupils can organise, record and present research. | Enquiry based learning. Children and teachers discuss what they already know and what they want to find out. Learning follows the children’s I Wonder Question  Classrooms set up to facilitate independence  Open ended questions  KWL grids |
| Collaborative Working | Example of opportunities |
| ***“If you want to go fast, go alone. If you want to go far, go together”***  ***African proverb***  • pupils work well in pairs, groups and cross-phase activities  • pupils understand that respect and empathy are required for  collaboration  • pupils can take responsibility for a leadership or non-leadership  role in a group  • pupils respond appropriately to group decisions taken democratically. | Staff CPD on collaborative working – Phase and whole school  Regular group work in lessons (linked to project outcomes)  Groups work together on raising awareness and funds for a number of charities, including Royal British Legion, CAFOD, Children’s Chartwell Trust  Use of hot seating, role play, conscience alley etc. |
| Experiences to develop cultural capital | Example of opportunities |
| ***“All childhood experiences shape the adult life”***  • be able to ride a two wheeled bicycle  • to build a sandcastle by the sea  • to perform on stage  • to play as a member of a team in a competition  • to watch a theatre production in the West End  • to stay overnight on a residential camp  • to learn how to play a range of sports  • to read a selection of classic books  • to learn a language and be able to converse in that country  • to visit a museum  • to visit a theme park  • to participate in a range of after school club  • to go on a nature walk  • to go to a farm | Along with curriculum related trips other experiences are embedded in the curriculum in different year groups so all children experience them by the time they leave the school.  be able to ride a bicycle –EYFS  to build a sandcastle by the sea Year 2 Trip to the coast  to perform on stage Year – All year groups  to play as a member of a team in a competition Sports Day/ Umbrella Trust Sports  to watch a theatre production in the West End KS2 trip  to stay overnight on a residential camp Year 6  to learn how to play a range of sports – All year groups  to read a selection of classic books KS2 English Curriculum and all years Story time  to learn a language and be able to converse in that country MFL  Go to local parks- Yr2 – Coombe Wood, Year 4 South Norwood Country Park, Yr5&6 Crystal Palace Park, Yr6 South Norwood Lakes.  Visit Chessington World of Adventures Yr6 |
| Associated Pedagogy | |
| In order to deliver the knowledge, values and dispositions listed above, pedagogy needs to consider the following:  • the ability of the classroom climate to create resilience and feelings of relatedness  • incidental learning  • cross curricular learning with real-world purposes, relevance, experiences and outcomes  • the pitch of work to develop feelings of competence  • the provision of well-paced, cumulative learning which builds on prior knowledge – Linking My Thinking  • the provision to support those who need to ‘catch up’ – NTP +  • the provision of choice to promote autonomy  • opportunities to reflect on learning and progress  • opportunities to develop curiosity through relating content to questions and interests  • opportunities for oracy and collaboration  • opportunities for independent learning  • open-ended, exploratory learning  • explicit vocabulary development  • cross-curricular English, Maths and Communication skills  • challenging, creative home learning. | |