



Breage Church of England Primary School

Curriculum Intent



'Children are a heritage of the Lord'

Our core school belief comes from Psalm 127: 3 and from the Church of England's Vision for Education. We are privileged to receive our children as a gift from God and their parents or carers. Whilst with us, we see our duty and our joy as a time to value, educate and love each child and give them the best we can offer.

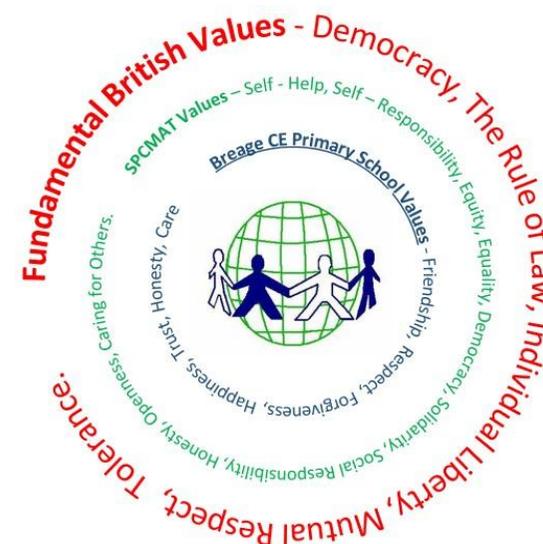
St Luke tells us that Jesus grew physically, intellectually, spiritually and socially; an all-round education and development. This is our ethos of educating the children in our care. Children, our gift from God, are at the centre of our school. The Light of God shines through our Christian values and we grow each child morally, spiritually and academically to become fully rounded individuals. The tone of the learning environment is set through the overt teaching of these values in RE and PSHE lessons, collective worship and class discussion. Our school's Christian Values are interwoven with the values of the Southerly Point Co-operative Multi-Academy Trust and the Fundamental British Values.

The theology which underpins our ethos comes from the Parable of the Talents (Matthew 25:14-30). We interpret this parable to mean taking what we have been given and investing in ourselves, our opportunities, our skills and abilities (our talents) to develop and improve. In all we do, our aim is to support children in recognising their strengths and weaknesses, being engaged active learners and taking risks in the pursuit of enhancing their skills, knowledge and therefore their understanding of the world around them.

'Jesus grew and became strong in spirit filled with wisdom and the grace of God, and the favour of men was upon him.' (Luke 2.40)

In order to provide these opportunities, we offer a values-driven, broad, balanced and differentiated curriculum covering all subject areas set out in the National Curriculum, that meets the needs, interests and abilities of all children. The skills taught are the 'Characteristics' set out in the Essentials Curriculum and are outlined below by subject. The knowledge base on which these skills are developed is brought in through our half termly Thematic teaching cycle and this is where our teachers develop themes of learning to engage, excite and educate with passion.

'We go into the world to walk in God's light, to rejoice in God's love and to reflect God's glory.'



Breage Church of England Primary School Curriculum Implementation

When teaching English and Mathematics, we follow the statutory requirements of the [National Curriculum](#), whereas for foundations subjects and science, we have invested in Chris Quigley's Essentials Curriculum, ensuring that we meet and often exceed the requirements of the National Curriculum across a wide range of subjects by focussing on skill and knowledge acquisition. By using the Essentials Curriculum to underpin our offer we follow a clear progression of skills and knowledge in a framework which allows us to modify and adapt our teaching to meet the ever changing needs of our children.

There are four aspects to this approach:

Essential Characteristics: These outline the required characteristics which we aspire to in order to have a sound knowledge of, and ability in, the National Curriculum subjects.

Threshold Concepts: These are the 'Big Ideas' which help to shape a child's understanding of a subject. The concepts are repeated in each Milestone in order to enable teachers to offer deeper understanding and knowledge of each subject area.

Breadth of Study: This ensures our children are exposed to a broad curriculum which offers opportunity for enrichment and a developing cultural capital within each child. By offering a wide range of subject matter, we aim to inspire and maintain a love of learning in our children.

Milestones: Milestones offer 'progression indicators' to ensure children stay on track to reach the expectations of the National Curriculum during their time at primary school. These are revisited across the Breadth of Study in order for children to be able to learn transference of each skill or application of knowledge beyond the context in which it is first encountered. The Milestones fit neatly with our school structure of mixed age classes which are taught through a two year rolling programme of study.

Cultural Capital

A child in our school will, throughout their time with us, be offered a wide range of opportunities to develop academically, creatively, socially, emotionally, physically and spiritually, and will be encouraged to participate, secure in the knowledge that each lived experience will be a part of developing them as a whole. The Essential Curriculum offers milestones for progression in Personal Development and at Breage, this, coupled with our values-driven approach and wider character experiences offer, ensures children develop in a wholly-rounded manner into positive and effective members of society, growing in positive mindset, resilience, aspiration and dedication, to name a few.

Our developing '*Breage Experiences*' curriculum encompasses outdoor learning, social and emotional support and development, and experiential learning opportunities within our school environment and wider community. This is currently being designed to develop positive,

active and empathic citizens who are driven to make a difference. Children will encounter these experiences and learning opportunities both as part of the half termly themes, or as 'stand alone' events such as school camps, careers events or character development projects.

Curriculum Drivers

Curriculum 'drivers' are key to ensuring the **intent** of a curriculum is focussed on the needs of the children it serves. After carefully considering our school and the community we serve we have begun to use the following drivers for our provision:

- **Faith** - As a Church of England School this is fundamental to our provision. Faith can be interpreted in a religious context, but also within the context of having faith in yourself and others to develop trust and confidence.
- **Aspiration** - This can be viewed in the long term, such as future aspirations for life, and the short term, aspiration improving focus and attention in lessons. This will begin to underpin our approach to behaviour for learning.
- **World View** - Being a small rural isolated school, we feel that expanding our understanding and appreciation of the wider world, will support our children to live and work in a more multicultural society in the future.
- **Wellbeing** - By supporting children to understand the importance of physical and mental health, by building resilience and self-regulation, and by giving them strategies to manage these aspects of life, we can equip them to be better prepared for their future. Giving children opportunities to sample a wide range of experiences will open their eyes to their potential and links to the three other 'drivers'.

Over time, our 'drivers' may be adapted to meet the needs of cohorts and generations of children passing through our school. Each year we will be conducting a curriculum review in order to keep our curriculum relevant and the 'drivers' will be included in these reviews.

SUBJECTS

Religious Education

'The principle aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting their own ideas and ways of living.'

Cornwall Agreed Syllabus 2020-2025

As a Church of England school our teaching of Religious Education is central to our provision. In order to support staff in teaching high-quality RE lessons, we use the Understanding Christianity programme to deliver the Christianity aspects of the Cornwall SACRE Agreed Syllabus 2020-2025. The agreed RE syllabus aims to develop a child's 'religious literacy'. This approach involves the study of one religion at a time as

systemic units alongside regular thematic units which develop knowledge and understanding further by comparing religious beliefs and practices. This teaching approach is underpinned by three core elements.

- Making sense of beliefs
- Making Connections
- Understanding the Impact

These three core elements provide the context to exploration of religion and belief, and a structure by which children encounter a diverse range of religious traditions and beliefs, alongside non-religious world views.

Collective worship affords us the time to come together and focus on our values, celebrate each other's successes and link Bible stories to our lives today – teaching us how to act as God's people. Further information on our RE coverage can be found in our Two-Year Rolling Programme and in our class topic webs.

In [Reception](#), children begin to discover religious education and explore the subject through questions such as 'Where do we belong?'. Nearly all teaching at this age is focused on Christianity and is heavily linked to the Christian calendar, using celebrations as impetus for learning, through personal experiences, familiarity and hands-on activities. This learning follows the requirements of the Early Learning Goals in the following areas.

- Communication and Language
- Personal, Social and Emotional Development
- Understanding the World
- Expressive Arts and Design
- Literacy
- Mathematics.

In [Years 1 and 2](#) (Key stage 1), our children begin to develop their understanding and knowledge of RE using the three core elements of the agreed syllabus and in response to key questions in each unit of study. In this key stage we teach knowledge, skills and understanding by focussing on Christianity, Islam and Judaism. In exploring these religions, we aim to provide clarity of what children are learning, active learning opportunities and time to reflect on their learning.

During [Years 3, 4, 5 and 6](#) (Key Stage 2), children will continue to encounter the core elements of the Agreed Syllabus but extend their knowledge and understanding of religions and worldviews both in a local and wider context. During this stage of learning, children are introduced to a wider range of sources, stimuli and subject-specific language. Curiosity is encouraged and children are prompted to ask more challenging questions of their understanding of religion, belief, values and human life. As previously in KS1, children are taught about Christianity, Islam, and Judaism but with the addition of Hinduism.

English

At Breage CE Primary School we believe that a high quality English curriculum will develop children's love of reading, writing and discussion, and we have designed our curriculum to offer many opportunities for our children to improve and gain confidence in these areas. Our curriculum closely follows the National Curriculum aims to enable children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

We aim to provide the means for our children to develop a secure knowledge-base in English, following a clear pathway as they progress through the primary curriculum. The Essentials Curriculum 'milestones' offer markers for progress in years 2, 4 and 6 with interim assessments being made in years 1, 3 and 5. These assessments offer our teachers the opportunity to identify the need for targeted support for any child or group of children and support them in achieving successfully. We believe that a solid and thorough grounding in English secures the skills required to excel in other curriculum subject areas, leading to a fully educated individual.

Spoken Language

At Breage we want our children to leave our school as good listeners, conversationalists and orators. Speaking and Listening is at the heart of human communication, and we aim for our children to be able to take part fully in this as they leave our school and head out into the world.

We intend for children to be able to:

- Express their opinions and feelings and respond appropriately in a range of situations,
- Participate in discussions with a range of different peers, pupils and adults, talking with confidence and valuing the input of others,
- Speak confidently and clearly in front of an audience (for example in assemblies, church services or school plays)

Reading

All children in Breage will have read, or have had read to them, a range of texts over their time with us. These will encompass both modern and classic texts from both fiction and non-fiction authors. Our reading will encompass different cultures and religions, and will celebrate diversity in all its forms. Through this, our children will use reading as a tool to explore their world, learning the joys of reading for pleasure as they do so.

By the end of their time with us, we intend for our pupils to be able to:

- Through reading, develop knowledge of themselves and the world they live in;
- To gain an appreciation, and love, of reading;
- Use reading to gain knowledge across the entire curriculum.

Writing

At Breage we strive to enable our children to become articulate and imaginative writers who are able to convey themselves across a wide range of genres. Our cross-curricular approach helps the children to write with a purpose, seeing how widely the skills used in writing are embedded in everyday life.

Our children will:

- Be able to understand the purpose of different types of writing, and use that understanding to help develop their own writing;
- See themselves as real writers,
- Take pride in their writing,
- Enjoy the act of writing.

Spelling

As with the rest of the English curriculum, at Breage we develop our children's spelling accuracy through helping the children understand the purpose of spelling. Children learn to read and spell through synthetic phonics during their first years with us. Later, the links between phonics and spelling strategies are explicitly taught so that pupils are able to build upon their previous learning. Through helping the children understand that the purpose of spelling is to make our written communication clear, we help the children to see value in it. By the time that our children finish their time at Breage we intend for our children to be able to be independent spellers, who make links between their spelling and phonics learning, their reading and their writing.

Mathematics

As with English, our maths curriculum is closely aligned with the aims of the National Curriculum - to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At Breage CE Primary School, we approach maths from a mastery perspective. This develops children's conceptual understanding of maths as opposed to learning by rote and having a procedural approach to the subject. This in turn enables children to apply their knowledge across

differing concepts and in different situations and subjects. Each school year brings the opportunity to practice basic skills and embed knowledge which can then be applied across the subject and wider curriculum, building knowledge cumulatively over time.

In EYFS (Reception class), children experience maths in an active, hands-on manner. Using play, exploration and discussion, children develop their knowledge and become adept at using and applying their knowledge in a physical context. As children move through the year groups, more conceptual maths is practised but with physical and pictorial representations ever present in the learning process. Still using these 'tools', the maths curriculum opens up quickly as children progress through the year groups, taking time to master each stage of their learning and recognise the importance of maths in real life contexts.

In order to deliver a planned progressive curriculum for maths, we use AET Maths as our starting point. Using this programme of study, teachers can identify any missing prior knowledge required for each concept being taught and develop interventions to support children in accessing the age appropriate learning. AET Maths also ensures we cover the full curriculum in each year group so that children can maintain progress at a pace in line with their peers and National Curriculum expectations.

Science

We fully believe that science should be a subject of wonder and be filled with learning opportunities that excite and engage children. Our approach to science aims to develop the following characteristics in our children:

- An ability to have independent thought whilst raising questions about working scientifically developing the knowledge and skills that it brings
- Having confidence and competence in a wide range of practical skills and taking the initiative in practical investigative approaches to improving knowledge and testing theories or ideas
- Using written and verbal explanations, evidence from problem solving and reports of their findings to demonstrate excellent scientific knowledge
- Showing application of scientific skills in original, imaginative and innovative ways
- Being able to undertake practical work across a range of contexts which includes fieldwork
- Showing a distinct passion for the subject and how it has influenced and led the development of past, present and future technologies and understanding.

Throughout their learning in this subject, children will be taught how to work and think scientifically across a range of subject areas within the fields of biology, physics and chemistry. Children will be given the opportunities to learn through different approaches and engaging activities, developing their understanding and investigative skills. This includes many opportunities to learn in the outdoor environment utilising our extensive outside spaces.

The Essentials Curriculum 'milestones' are used to assess children's progress through this subject, allowing staff to identify any need for additional support or intervention.

Computing

In our ever changing society, both online and offline, our children must become competent and confident users of technology. Based on the Essentials Curriculum our computing curriculum aims to instill the following characteristics in our children:

- Using coding in a competent manner for a range of inventive and practical purposes, and across other subject areas
- To be able to connect safely and respectfully with others whilst understanding the need to act lawfully, showing moral and ethical integrity
- To recognise and understand the interconnectivity of devices and how this can be used in a constructive manner
- To use applications and devices to communicate ideas effectively in this subject area and across the wider curriculum
- To use a range of approaches to collect, organise and manipulate data effectively across the wider curriculum.

A large part of our work regarding computing (and also PSHE) focuses on online safety and supporting children's understanding of the potential risks in poorly managed online interactions and data sharing. We have adopted the use of SWGfL's Digital Literacy Curriculum to support learning in this area. This covers 8 areas of focus which include cyberbullying, privacy and security and understanding your digital footprint.

History

We believe that history is more than the elicitation and memorising of facts. How we teach history enables a child to become 'historical detectives' and we aim to instil in our children the following characteristics of an historian:

- Acquiring an excellent knowledge and understanding of people, events and contents across a wide range of historical time periods, concepts and processes
- Being able to critically analyse history, communicating ideas with confidence and in a style appropriate to their audience
- Being able to support, evaluate and challenge their own views and those of others by applying accurate historical evidence derived from a range of sources
- To evaluate the past using thought, reflection, debate and discussion to formulate and refine questions and lines of enquiry
- Developing enthusiasm and passion for history whilst cultivating a sense of curiosity and understanding of how and why people interpret the past in differing ways
- The ability to make critical and robust use of historical evidence to support their explanations and judgements
- Embracing opportunities to undertake high-quality research in a range of historical topics.

In our school, learning about history is taught through key concepts which will thread through each period studied. Our thematic approach to learning enables children to experience history in a wide range of activities and learning opportunities. School trips, creative and investigative activities add variety to our learning and support children's understanding and appreciation of our local, national and global history, allowing them to recognise that historical events still have an impact on our lives today.

Geography

Along with RE, history and PSHE, geography helps develop a child's understanding of who they are and their place in the world. Children at Breage CE Primary School learn about local, national and global geography focusing on both human and physical aspects of the subject. Our cross-curricular thematic approach allows us to regularly include aspects of geography in current learning, taking advantage of links to history, maths, science, RE and English.

In order for our children to become good geographers, we support them in developing these characteristics:

- Develop an excellent knowledge of locations, what they are like and drawing comparisons between them
- Recognise the interdependence and interconnection of places, and how human and physical environments can be interrelated
- Develop a wide range of geographical knowledge and vocabulary
- Apply questioning skills using effective analysis to develop fluency in geographical enquiry
- To draw clear conclusions and use reasoning to explain their findings
- The ability to communicate geographical findings in a range of ways including the use of maps and writing at length
- Develop fieldwork and other geographical skills, using them frequently
- Using sound knowledge and understanding of current and past issues in society and the environment to express well-balanced opinions
- Develop a passion for the subject and a sense of curiosity to find out about places and people of the world.

Art and Design

Fostering a love of creativity is vitally important in educating the whole child. At Breage, we try to incorporate art into all areas of the curriculum through our thematic approach. The enjoyment of and involvement in art helps children to develop cognitively, physically, emotionally and socially, and supports the development of an appreciative and joyful society. We seek opportunities for our children to be actively engaged in art and will utilise external resources and experts to enhance our provision and support pupils in creating, evaluating, appreciating and knowing about art. We aim to instil the following artist characteristics and skills:

- Become skillful in using artistic language to express emotion, interpret pieces, convey thoughts and develop their artistic individuality
- Develop tactile and visual forms of artistic communication

- Gain confidence in drawing using observation, memory and imagination
- Invent and explore mark making whilst developing their perception using purposeful drawing in 2D, 3D and digital media
- Cultivate sound knowledge and understanding of artists, craft makers and designers
- Become a creative practitioner by thinking and acting accordingly to inform, inspire and interpret their observations and feelings
- Develop creativity with independence, initiative and originality
- Select and use materials, processes and techniques to realise their intentions
- Reflect, analyse and evaluate their own work and that of others
- Develop a passion for and commitment to the subject.

Design and Technology

Design and Technology allows children to design and make products which solve real and relevant problems. It is an inspiring, rigorous and practical subject which has far reaching cross-curricular links, bringing subjects, knowledge and skills together, and develops children's abilities to be resourceful, innovative and enterprising. Due to this, we seek to ensure D&T is taught as part of our learning themes and as technology projects, offering children opportunities to work independently or as part of a group with a common goal. By working collaboratively children learn to cooperate, plan, make and evaluate their work and can positively recognise and appreciate each other's contributions. In order to support children's development in this subject, we focus on the developing these key skills and characteristics:

- Prepared to take creative risks and use originality to produce innovative ideas and prototypes
- Develop and maintain an attitude of independence
- Be able to work effectively and efficiently with others
- The ability to thoroughly research, show initiative and ask questions to develop knowledge of the requirements for a product design
- Be responsible as a designer, to show ethical use of finite resources and to work safely
- To use thorough knowledge of tools, equipment and materials to make products
- Be able to apply mathematical knowledge
- Learn to manage risks well in order to make products in a safe and hygienic manner
- Develop an up to date knowledge of technological innovations in materials, products and systems and develop a passion for the subject.

Music

Music is taught across the school as both a discrete subject area within our thematic approach but is also part of daily life in school. From collective worship to maths lessons and part of daily timetables, music is commonly heard in our school. We utilise 'Sing Up' to support our Choir and develop singing in all year groups, using 'Music Express' to deliver the music curriculum. Music is regularly used in collective worship to inspire moments of thoughtfulness, contemplation and appreciation. Our curriculum aims to inspire children in this creative subject and

encourages them to perform, listen and evaluate music across a range of historical periods, genres, styles and traditions. Children are exposed to different composers both past and present and learn to compose and perform music written by themselves. Combining music with technology allows children to experience how music is produced in a music studio from composition through to end product. They learn to experiment with pitch, duration, texture, timbre and tempo amongst others, and learn how each has an effect on the whole piece and therefore the audience too. At Breage we offer children the opportunity to learn a musical instrument and we engage with Cornwall Music Trust's 'First Access' scheme. This enables children to learn an instrument as a whole class, often utilising the school's set of ukeleles. Our school choir is a popular choice among KS2 children and performs regularly in our local churches and at different events throughout the school year.

In order for all our children to develop musically, we use the characteristics of musicians from the Essentials Curriculum:

- Develop a wider repertoire to create original, imaginative, fluent and distinctive compositions and performance work
- Cultivate high levels of aural perception, internalisation and knowledge to underpin good musical understanding
- Be able to appreciate and have awareness of different musical traditions and genres
- Understand that the historical, social and cultural origins of music contributes to its diversity
- Develop knowledge of musical terminology and use it accurately to give precise written and verbal descriptions and explanations
- Develop a passion for a diverse range of musical activities.

Physical Education

To ensure that children are active in body as well as in mind, we work hard to offer our children many opportunities to learn, participate and compete in a range of sporting and physical activities. Our children regularly take part in local sporting competitions and participation events and learn that a healthy body and mind supports their full development as a person. We know that active, healthy children achieve more and at Breage, we use the 'Real PE' programme, placing a progressive emphasis on skills development in all areas of physical activity which supports children's development as active people.

As in all other areas of the curriculum, we foster a PE environment in which all children feel included, valued and suitably challenged within secure, positive relationships. This supports children to develop physical literacy, emotional and thinking skills which they can then adapt and use in other areas of the curriculum and then on into later life.

Personal, Social and Health Education (inc Relationship Education)

At Breage, we place great emphasis on supporting the development of well educated yet fully rounded individuals. As part of our curricular approach to PSHE, we blend the aims of the PSHE Association Programmes of Study, DfE guidance about Relationships Education, the

Personal Development aspects of the Essentials Curriculum and the enrichment of our 'Breage Experiences' curriculum. Our PSHE programme of study focuses on three main themes:

- **Health and Wellbeing** - Healthy lifestyles, Mental Health, Ourselves growing and changing, Keeping Safe, Drugs alcohol and tobacco
- **Relationships** - Families and close positive relationships, Friendships, Managing hurtful behaviour and bullying, Safe relationships, Respecting self and others
- **Living in the Wider World** - Shared responsibilities, Communities, Media literacy and digital resilience, Economic well-being (Money), Economic well-being (Aspirations, work and career)

In PSHE lessons, we pose questions to the children such as 'What keeps us safe?' or 'How can we manage our feelings?'. These are then explored in teacher led activities, discussions and contemplative exercises. The questions are organised in such a way that they link as closely to our half-termly themes as possible, but may also be taught as a 'stand alone' focus. Each question enables teachers to teach learning opportunities from across the three main focus themes and these are returned to during a child's time in the school. Threaded through these main themes, teachers bring in work which addresses issues around diversity, and discrimination and prejudice in all their forms, utilising high quality texts within this subject but also across the curriculum. In addition to the classroom delivery of this subject, we also cover many areas of this subject through our assemblies.