

Curriculum at Bulwell St Mary's



Vision

Creating & inspiring a community where everyone recognises their self-worth as a unique child of God. Here we aim to develop a love of learning that enthuses and ignites hope for the future.

As the Angel Gabriel said to St. Mary:

"Nothing is impossible with God." Luke 1: 37

Mission

To ensure every child flourishes and can explore life in all its fullness.

'I came to give life - life in all its fullness'
John 10:10

Values

We are proud to be a Take Care school where we live out our school values through the four main aspects of Take Care.

Bulwell St. Mary's is a proud Church of England school that develops Christian values and morals. We focus on 6 key values: Respect, Friendship, Courage, Honesty, Forgiveness and Creativity.

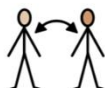
Take Care of Ourselves

Honour God with your body.
1 Corinthians 6:20



Take Care of Each Other

Love your neighbour as yourself.
Matthew 22:39



Take Care of Our Work

Let your good deeds shine out for all to see.
Matthew 5:16



Take Care of our School and World

God took the man and put him in the Garden of Eden to work it and take care of it.
Genesis 2:15



Respect

Do to others as you would like them to do to you.
Luke 6:31



Friendship

Dear friends, since God so loved us, we also ought to love one another.
1 John 4:11



Courage

Be strong and courageous, do not be afraid.
Joshua 1:9



Honesty

Let us tell our neighbours the truth, for we are all parts of the same body.
Ephesians 4:25



Forgiveness

If you forgive others their sins your heavenly Father will also forgive you.
Matthew 6:14



Creativity

We have different gifts according to the grace given to each of us.
Romans 12:6



This allows our children to grow as individuals and interact positively with each other in all situations they encounter. The values are a way of life rather than a set of rules to be followed which allows our children to become respectful, thoughtful, content and happy. Prayer and worship are an important part of our daily school life. Through getting to know Jesus our children learn the importance of love and respect for all, and how these values are reflected in their own behaviour and attitudes.

Our school motto is '**Where Your Journey Begins**'. We look forward to supporting you and your children along that journey.

Rationale:

Bulwell St Mary's C of E Primary and Nursery school is situated in the centre of the Bulwell community. Our children come from a range of backgrounds and have had a varied degree of experiences of life beyond Bulwell. The curriculum at Bulwell St Mary's reflects our community and the needs of our pupils, in giving them an understanding of the importance of their local community but also sharing life beyond Bulwell.

Curriculum Vision:

Our curriculum vision for the children at Bulwell St Mary's C of E Primary School is to provide opportunities so that our children:

- Will be creative, energetic and enterprising.
- Aspire to reach challenging targets.
- Will be confident, connected, actively involved and lifelong learners.
- Will be inspired to seize opportunities inside and outside of school life.
- Develop a set of values that enable them to live full and satisfying lives confident in their own abilities.
- Will gain an understanding of life inside and outside of their local community.

Our curriculum is founded on our school's Christian values and aims to ensure diversity and inclusion is woven throughout our teaching and learning. We aspire to creating learners who will flourish and experience life in all its fullness.

Our Curriculum Concepts:

At Bulwell St Mary's, we use core concepts to drive our curriculum and create coherence across the school. Each half term of the school year is assigned to a curriculum concept and the learning from EYFS through to Year 6 is linked in some way to this concept.

These concepts were chosen in consultation with school stakeholders.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Belonging 	Peace and Conflict 	Aspirations 	Journeys 	Environment 	Changes 

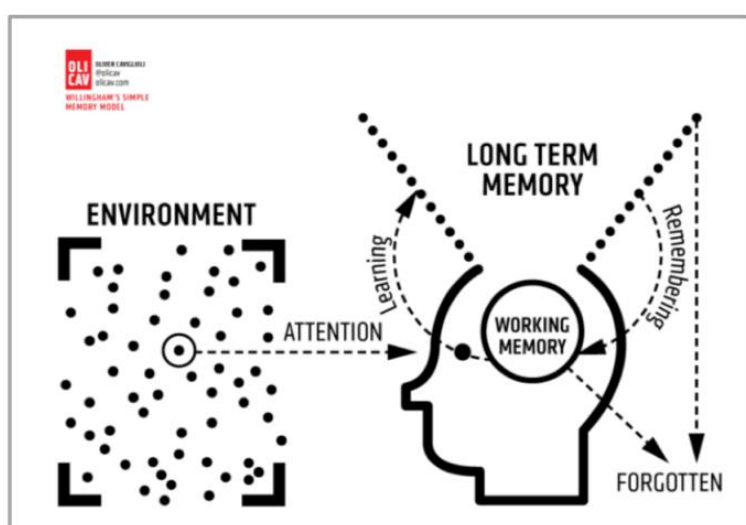
Children are explicitly taught these concepts at the start of each topic and collective worships throughout the year also draw on the relevant concepts for that half-term.

Each year group then has their own key question to follow for each half term linked to either their History, Geography or Science learning.

All year groups also consider how the school's six values fit into their curriculum planning and teaching. Alongside, working towards ensuring diversity and inclusion is a fundamental aspect of the curriculum.

How we learn:

The diagram below (Oli Caviglioli) shows how information is taken from the environment and stored into the working memory. We use this model as a foundation for all our curriculum teaching and learning at Bulwell St Mary's, recognising that children need regular repeated and memorable learning in order to support their cognitive load.



Environment: Information is taken from the environment and attended to by the individual. This can include anything detected from the 5 senses. Stimulation from the environment can enter the working memory (whether we want it to or not – think distractions).

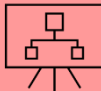
Working memory: Our working memory is our mental space for thinking. Our aim is to support learners in attending to relevant information in the environment, processing that information and then transferring it into the long-term memory, where it becomes knowledge.

Our working memory can be occupied by both things perceived in the environment, and also by what we already know in the long-term memory. However, the working memory's resources are limited and we are only able to process 2-5 things at one time. It is important to consider desirable difficulty so that we ensure as much learning can happen as possible. This means that an activity or conversation needs to be challenging enough to interest, but not evoke cognitive overload which might force the learner to give up.

Long term memory: Our long-term memory's capacity to store knowledge is vast and limitless. We can consider stored knowledge to be like webs of connections, which we call schema. The more knowledge we have, the larger the schema. The larger the schema, the easier it is for us to draw that information into our working memory. This is why it is so important for our curriculum to offer schema-building opportunities across year groups, across topics within our year groups and within topics (think retrieval). It is important for us to support learners in increasing their knowledge retrieval and storage strength so that these procedures are automated and therefore use up less working memory resource to achieve fluency.

Forgotten: If information in the short-term memory, and overtime in the long-term memory, is not used, it will be forgotten.

In order to support our children's cognitive load and move their learning into their long-term memory (forming connections called schema), we have adopted a structure for all our lessons at BSM. Lessons are made up of the following parts:

 Recap	The Recap should deliberately draw on prior learning, from previous lessons and from previous year groups. The act of remembering something helps it to be learned more effectively and will support the movement of learning from the short to long-term memory, creating schema of learning. <i>This is useful for all learners, including those with SEND, as it supports their cognitive load and allows children to prepare for the lesson.</i>
 Vocabulary	This part of the lesson allows an opportunity for the teacher to introduce new vocabulary or to recap vocabulary already taught. Subject-specific vocabulary is shared and dualled-coded to support all learners. This vocabulary is also displayed in the classroom (when appropriate) and pupils are encouraged to use the taught vocabulary in both written and oral rehearsal.
 Model	The model is the teacher-led section of lessons, modelling how the learning looks and sharing key information needed for pupils to make progress. Modelling is effective as a teaching tool because it allows pupils to observe the teacher's actions and thought processes and encourages them to learn through imitation. Modelling not only demonstrates what excellence looks like but also models the path it takes to get there. Modelling is also a useful scaffolding tool for breaking down the learning into smaller, manageable chunks.
 Guide	Guided practice is key to allowing pupils to 'have a try' and for teaching staff to make formative assessments of whether pupils are ready to be independent. Oracy and learning talk is important at this stage, allowing children to verbalise their methods and thinking.
 Independent	During this section of a lesson, pupils are given the opportunity to work independently on their Take Care learning.

	<i>Tasks should be differentiated appropriately for pupils and scaffold provided as necessary.</i>
 Challenge	Challenge should be woven throughout the lesson structure, regularly providing opportunities for pupils to think deeper and extend their learning.

Subject Progression:

Each curriculum area has progression document for both procedural and declarative knowledge.

Procedural knowledge:

This is the teaching and learning of skills linked to a subject area. Procedural knowledge is important as it helps children to apply their skills across learning and can support children as they move through the school in making clear links between their learning.

Procedural knowledge gives a specific skill, which will then progress over each year group. *E.g. A year 3 learner may identify historical sources to find out about the past. A year 4 learner will then identify if these sources are primary or secondary. A year 5 learner will then consider the reliability of historical sources. And a year 6 learner will then evaluate and give reasons for different accounts of history.*

Declarative Knowledge:

This is the teaching of the core facts, figures and information about a specific topic. Declarative knowledge is explicit learning, meaning that it is either a known fact or not. Declarative knowledge is important as it helps learners to make sense of new situations based on factual data.

Declarative knowledge must be taught through regular repetition in order for the facts/figures/information to become stored (long-term) learning.

The curriculum at Bulwell St Mary's uses the recommended knowledge in the National Curriculum (2013).

(See subject specific progression documentation for further details of knowledge covered.)

Reading and the Curriculum:

Reading forms a core part of our learning at Bulwell St Mary's and children are encouraged to read throughout their learning. Each year group will use a chosen book as a driver for their curriculum learning, this can be a fiction or non-fiction book. In addition to this text, classes will use a range of other books to support learning – often related to their current topics or from an author of interest.

Books are chosen in collaboration with curriculum and reading leaders in order to ensure that texts are diverse, challenging and aspirational. The school library contains a range of books relating to each year groups' learning and the whole school concepts. The school also makes use of ELS in order to provide further books around areas of our curriculum learning.

Writing and the Curriculum:

Opportunities for writing are regularly woven into the curriculum, across all year groups. Writing undertaken in English lessons will be linked to the half terms concept and key question, with a range of audiences and text types covered across the year.

Writing in the curriculum reinforces pupils' learning, whilst also developing their literacy skills.

Writing opportunities are also present in Science, History, RE and Geography learning. Staff recognise that all children access learning in different ways, therefore writing can be recorded on paper or through digital devices/means.

Digital and the Curriculum:

Each half-term a digital skill is taught as part of the curriculum learning. (This is in addition to learning around computer science and online safety.) These digital projects form part of the half-term's learning and often result in enabling pupils to create a published digital piece showcasing an area of their learning for the half term.

The use of digital technology at Bulwell St Mary's is an important aspect of the curriculum, as we recognise the world's move towards digitisation. Enabling children with the skills to record their learning through a range of digital applications is key to supporting them to flourish and become life-long learners of the future.

Diversity, Equity, Inclusion and Belonging:

At Bulwell St Mary's we understand the importance of ensuring diversity and representation forms a core part of our curriculum. Children need to see representations of themselves in the learning that they do, alongside being introduced to new cultures, religions and ideas.

Each half-term, year group teachers ensure that their curriculum discusses and addresses experiences and histories of those with protected characteristics.

According to the Diverse Educators Manifesto (2022)

A Diverse Curriculum allows young people:

- to see and be seen in the curriculum
- to interrogate how knowledge in the curriculum has come to be valued
- to hear 'multiple co-existing narratives' in all subjects

- to understand how systemic barriers manifest for those with protected characteristics and intersectional identities

We also encourage enrichment experiences across the curriculum, included in these are opportunities to meet a range of people from the Bulwell community and beyond, in order to inspire our children and address stereotypes and unconscious biases.