



We are all part of God's vine and are rooted in His rich soil. We are nurtured and supported so that we may grow and spread out into the world to love and to serve.

I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. John 15:5

GORING C.E. PRIMARY SCHOOL CURRICULUM POLICY

Policy Approved by the Curriculum Development Committee on ...7 July 2021

Signed Chair of Governing Body

Review Date ...July 2022

To conform with the requirements of GDPR (General Data Protection Regulation) all data is handled according to the terms of our Privacy Notice. A copy of this is available on our school website.

As an Aided Church of England school, our Vision Statement reflects our heritage and our school ethos:

*I am the vine; you are the branches. If you remain in me and I in you,
you will bear much fruit (John 15:5)*

At Goring Church of England Primary School, we strive to be the best that we can be, to be happy and healthy, and to do good. We cherish our traditional links with the Church, and our Christian values are rooted in everything we do. We believe that we all belong to God's family. Our sense of community encourages kind and respectful behaviour where everyone's contribution is valued, and where diversity and what makes us all individuals are celebrated. We contribute to our global society and we are generous and inclusive in our friendships. Through our partnerships with other schools, the community and the Church we enjoy a range of experiences, enabling us to be successful and giving in our lives ahead.

The Governors' Curriculum Aims

General

To help children to begin to develop an understanding:

- of the world they live in and of their own place in it;
- of the world of their immediate environment and the world further afield;
- of the world here and now but also of the world of the past;
- of the world of observable facts but also the world of faith and beliefs.

In order to achieve these aims, the school provides a curriculum which:

1. is broad, balanced, stimulating and fun and which develops pupils' knowledge, skills and understanding through learning programmes and experiences appropriate to their ages and abilities;
2. provides children with a wide range of educational experiences and develops their early knowledge, understanding, skills and attitudes to provide a sound basis for later education, enabling them to make an effective transition from home to school;
3. satisfies the requirements of the Education Reform Act relating to the Early Years Foundation Stage, National Curriculum and religious education, ensuring that sufficient time is allowed for all aspects of this basic curriculum;
4. offers a range of opportunities for children to develop their social maturity and independent learning skills;
5. enables children to take risks with their learning, to experiment and to develop a sense of curiosity;
6. provides continuity of educational experiences and progression across the EYFS and Key Stages 1 and 2, enabling children to make an effective transition to secondary school;
7. offers challenge leading to the highest standards of personal achievement, taking account of ability and aptitude;
8. helps children to become equipped with skills that they will need for later life, and teaches them to keep themselves safe in a rapidly changing and technological society;
9. includes assessment of the progress and attainment of each pupil to determine whether learning objectives have been achieved and to decide on the next stage in learning;
10. includes recording the progress and attainment of each pupil and reports this to parents and pupils;
11. encourages the pupils to explore the place and significance of religion in human life, thus contributing to each child's spiritual development;
12. extends knowledge, experience, imagination and understanding in ways that develop critical and analytical capability, awareness of moral values and capacity for enjoyment;
13. raises pupils' awareness that they are part of a multicultural society;
14. develops constructive attitudes and qualities through spiritual awareness and aesthetic appreciation and fosters respect for the environment;
15. promotes equality of opportunity for all, including pupils with special educational needs and disabilities, disadvantaged pupils and those from minority groups, and develops understanding of and respect for the rights of others;
16. promotes the importance of healthy living – in terms of both physical and mental wellbeing – and emphasises the value of personal relationships based on mutual respect;
17. works in partnership with the families, church and the local community.