

Curriculum Strategy

In the spirit of true education for sustainability we will provide a curriculum that enables our children to understand the big issues that face the wider world as well as preparing them for the educational and societal expectations of life beyond primary school. This will be achieved through an innovative curriculum that has 'Global Learning' at its heart, blended with learning about sustainability.

We will employ a cross-curricular topic approach to learning. This approach will attribute a unique feel to the school and offer our children something that is exceptional in the St Austell and Clay Area. We will deliver the National Curriculum with an emphasis on global learning and sustainability which will serve and meet the unique needs of the children who will predominantly come from the Garden Village at West Carclaze which is an eco-community.

Our topic approach will be inextricably linked to our mission and purpose. Our curriculum will be broad and rich and will open the hearts and minds of our learners to a range of perspectives and viewpoints which will enable them to be successful adults. Our pupils will enjoy the challenges of a rigorous academic curriculum which will ignite a shared passion for lifelong learning and a relentless focus on striving for success and excellence, both now and in the future. All aspects of the curriculum will be taught to a high standard which will be borne out of high quality training for all staff.

Our curriculum will not just focus on what is taught but how it is taught. It will necessitate direct interaction with the natural environment and with the local community to help children understand the big questions about the world in which they live. It will foster critical thinking and deeper engagement through a social justice approach. The use of Philosophy For Children as the vehicle for the "big questions" will be threaded through all aspects of the curriculum which will develop enquiring minds that challenge perceived wisdom.

We will engage with parents at the earliest possible age and be a hub for the new community. We believe that the curriculum will make a positive difference to standards in the St Austell and Clay Area, both within the school itself and within neighbouring schools, through the sharing of best practice and expertise.

Provision for Nursery & Early Years Foundation Stage

Our education offer begins at the very roots of children's education with a nature-inspired nursery based on outdoor learning through play, supported by the Eden Project. A growing body of evidence supports the claim that play and learning in the outdoors leads to significant benefits for children's health, happiness, well-being, development and learning. We anticipate that the majority of children will enter their reception year at the school having attended the nursery and that this grounding will enable us to achieve the outstanding education and associated high levels of attainment to which we aspire.

Creating a nursery setting where around 80% of children's time is spent outside is a key first step for the youngest children of the new West Carclaze Garden Village in becoming globally and environmentally aware and fully prepared for life and learning in the 21st Century. The nursery and foundation stage practitioners will use the guidance in the 'Development Matters' publication to support each individual child's development.

In order to support the needs of working parents the nursery will be open from 8am – 6pm, weekdays during term time with the option to open a holiday playscheme in the setting if parents express a need for this. On opening the nursery will provide places for children age 3 and up. Should there prove to be a demand from parents we will explore the possibility of opening up the provision to 2 year olds.

Nursery Provision

The EYFS framework will be delivered through playful learning experiences in a stimulating, safe and ever-changing outdoor environment, facilitated by skilful staff, and with a cosy and welcoming indoor base providing an exceptional enabling environment to successfully meet the needs of all children. It is our intention that the Nursery lays the foundations for the school's philosophy of global citizenship and sustainability.

For a 3 or 4 year old this means the role of the Nursery is to nurture happy, healthy, robust and resilient individuals who are enthusiastic, curious and engaged with their world and who thrive in supportive and compassionate relationships with their peers and the staff. It is our belief that a nature-inspired outdoor nursery is the most effective way to manifest this vision.

The seven areas of learning and development described in the EYFS framework will be implemented through planned, purposeful play in a uniquely stimulating nature-rich outdoor environment, with a rich mix of adult-initiated and child-led activity. The combination of indoor and outdoor space will be animated to provide a rich language environment, the natural world being the ultimate source of hands-on experience and wonder for small children, and staff will capitalise on children's experiences to create varied opportunities for conversation and vocabulary development, as well as age-appropriate opportunities for reading and early writing. By creating opportunities to elicit awe and wonder, staff will provoke children's curiosity and develop their love of learning.

The stimulating and evolving outdoor nursery will provide excellent opportunities for children's physical development, including moving in a range of ways and handling an unusual variety of tools and equipment. Thus our setting will provide a rich and varied 'movement diet' to ensure that children are physically school-ready by the start of their reception year. Through their participation in growing, gardening and cooking they will be encouraged to try novel and healthy foods.

Children will also have the opportunity to shape and create the outdoor landscape, supported by staff to follow their interests and test their ideas. This also allows them the experience of shaping and changing the world around them – a key citizenship skill which will be built on through the children's time at Sky Primary.

Children will develop their personal, social and emotional skills further through taking care of wildlife and animals. The campfire will provide the opportunity to cook, share food, chat and sing together, building a sense of friendship and community, learning social skills like sharing, tolerance, empathy; and how to keep safe around the fire.

The nursery will promote endless opportunities for problem solving and independent child-led activity and learning, with children learning how to manage risk and keep themselves safe. This will add to the bedrock of key skills acquired in the nursery to shape our future successful global citizens. There will be careful consideration of how the continuous provision within the environment supports and extends learning to meet the Early Learning Goals with a clear emphasis on the critical thinking element of the characteristics of effective learning. (This is a pre-cursor to mastery learning and develops resilience in learners.)

Intended outcomes: We believe that our curriculum provision will enable us to improve standards and achieve the key objectives.

Key Curriculum Tools: Read Write Inc., provides a structured and systematic approach to teaching literacy. It is designed to create fluent readers, confident speakers and willing writers. The Read Write Inc. programme meets the higher expectations of the National Curriculum and uses effective assessment to accelerate every child's progress and prepare them for the National Curriculum Tests. We will utilise the support of a RWI manager to monitor progress and provide masterclasses and on-going coaching support to staff to ensure consistent practice and increasing standards across the school.

International Primary Curriculum

The IPC has been designed to ensure rigorous learning takes place in lively and exciting contexts that engage because they have **real life contexts** for children but also to help teachers make all learning exciting, active and meaningful for children. It has a global learning approach which supports our ethos and aims. It enables children to learn about other cultures and countries in a climate of respect. It enables children to learn about where they live and then to look again at that learning from the perspective of people in other countries.

This begins with the Nursery children who will focus on Cornwall, its culture and heritage. As the children progress into Foundation Stage they will learn about the British Isles and the countries that make up this nation. As the children progress through KS1 and 2, they will learn about countries further afield such as those in Europe, Asia, America and Australia. By the time the children leave the school, they will have a well-rounded understanding of world geography but more importantly they will have developed an appreciation, awe and wonder at the diversity of the cultures and societies that inhabit our world.

Wider Curriculum Delivery

Philosophy for Children

Philosophy for Children (P4C) is an approach to teaching in which pupils participate in group dialogues focused on philosophical issues. Dialogues are prompted by a stimulus (for example, a story or a video) and are based around a concept such as 'truth', 'fairness' or 'bullying'. The aim of P4C is to help children become more willing and able to ask questions, construct arguments, and engage in reasoned discussion. This will be an essential skill for our children as they engage with the Global Learning Goals and their themes.

The Virtues Project

The best strategies and resources in the global Virtues Project will be used as a central tool to enhance social and emotional learning and to foster academic excellence while creating a culture of care, trust and unity. Through the Virtues Project we will nurture pupils in the skills and qualities they need to be successful in school and in adult life. These skills are essential in a Philosophy for Children approach to learning as the children need to be able to empathise and consider viewpoints objectively and impartially whilst taking responsibility for the decisions they make. This shared set of values which will begin in the nursery will become a natural part of our children's characters and a tool that guides them thereby building inspiration and aspiration. For some children this could dramatically affect their life chances in a very positive way.

Curriculum Provision through the environment

The Academy will have direct links with The Eden Project. Eden have developed expertise in outdoor learning and nature based play. They have well established extensive educational facilities and programmes that are focused on educating children about their place in the world, their contribution and responsibility within that world.

The new school will have a 'kitchen garden' as part of their provision. Children will regularly engage and interact with their natural world whilst learning through a variety of subjects. The food that is grown will be used in the school kitchen and within topics where specific foods will be explored. This hands on 'real' learning will enable children to make informed choices about the foods they already experience and open up a world of new food knowledge and experiences. This will be linked to the big questions about food poverty both at home and abroad.

The Children will have direct access to an abundance of Wildlife and natural habitats. The school will foster a collective sense of responsibility and understanding of inter-dependence through the husbandry of small animals.

Curriculum Programme for KS1 & KS2

We have designed and timetabled a curriculum for Key stage 1 and 2 that we believe will enable the children to experience vibrant, purposeful and challenging learning experiences. The table shows how subjects and timings are typically organised across a year. The core subjects and PE are taught every week, although timings may vary slightly across the year. Other subjects, particularly history, geography, music and design and technology, may not be taught weekly but may be taught as a block of time as part of a topic focus. The school will fully cover the programmes of study for each subject at key stage 1 and 2.

Enrichment programme

In order to extend the opportunities to support learning across the curriculum and to connect people with the environment and each other, a broad range of enrichment opportunities will be made available. Activities will include:- sport, music, drama, art, shelter building, campfire cooking, mapping skills, water sports and walks.

Religious Education

Our school will be fully inclusive welcoming families and pupils of all faiths, world views and none. Our broad and balanced curriculum will prepare children for life in modern Britain in terms of British values and making an economic contribution to the society in which they live.

Religious Education (RE) will be part of the core entitlement for all pupils as defined in the academy's funding agreement. RE will be taught to all pupils, unless they have been withdrawn from it by their parents. The Cornwall Agreed Syllabus is the statutory mechanism by which RE will be delivered in this setting. The time allocation for Foundation Stage and Key Stage 1 will be 5% curriculum time which equates to about 36 hours per year or 45 minutes a week. In Key Stage 2 the allocation will be increased to 45 hours per year or 1 hour per week. This is in addition to the act of 'Daily Collective Worship'. RE will be non-denominational.

Our Trust is committed to enlivening pupils' interest in the world and people around them. We will serve a close community in what is likely to be loosely termed a Christian area. It is part of the aims of the school to offer a wide ranging education, to prepare pupils for life not only in their own community but in a wider international world.

The RE curriculum: This will be specifically concerned with nurturing spiritual and moral development. It is designed to prepare our pupils for adult life, employment and lifelong learning. It will enable pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. We aim to promote discernment and enable pupils to combat prejudice regardless of age, gender, cultural background or ability.

We aim:

- To acquire and develop knowledge and understanding of Christianity, other principle religions represented in the UK and globally.
- To acquire and develop knowledge and understanding of the characteristics of Cornwall and its role nationally and internationally.
- To gain experience of being members of a community and develop appropriate skills as citizens.
- To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- To develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the UK.
- To develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions and beliefs.

- To enhance pupil's spiritual, moral, cultural and social development by:
 - Developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them.
 - Responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience.
 - Reflecting on their own beliefs, values and experiences in the light of their study.

Attitudes such as respect, care and concern will be promoted through all areas of school life. There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions and learning from that experience. The following attitudes will be fostered:

- Commitment
- Fairness
- Respect
- Self understanding
- Enquiry
- Openness

Religious Education for our youngest children

Religious education will be taught through special people, books, times, places and objects and by visiting places of worship. Children will be given opportunities to listen to and talk about stories. Children will be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. Children will be encouraged to ask questions and reflect on their own feelings and experiences. This will link back to the 'big questions' that help children to identify their place in the world. Children will be encouraged to use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. In line with the DfE's 2013 EYFS Profile, Religious Education will, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils.

Curriculum Kernewek focus is Cornwall as a place of spiritual inquiry and Christianity

This part of our curriculum will aim to provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It will develop pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development.

It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures. We will encourage pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. We will challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. We will work to encourage pupils to develop their sense of identity and belonging whilst enabling them to flourish individually within their communities and as citizens in a pluralistic society and global community.

This has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for, and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Cross curricular links will be evident when children demonstrate understanding about others needs and values in PHSE to Global learning in Geography and the impact of religion across the world in History.

Collective Worship

We recognise that legally we are obliged to have a daily act of collective worship and believe that it is important to lead the children in their worship. We feel that assembly and collective worship is an important aspect of school life where pupils and staff can feel part of a team within a community and can affirm a shared ethos. We will welcome parents and members of the local community to take part in assemblies and collective worship and value their contributions.

Worship is understood as an act of collective worship and can be interpreted very openly and widely as an act which brings a school group to a point where they are able to make a shared, reflective response to a divine being, power, ideal or value of some worth, wholly or mainly within the broad traditions of Christian belief on the majority of occasions. We are mindful that Muslim families and Jehovah Witness families have different expectations of their children's involvement in musical activities and celebration within collective worship and the school will inform the parents about the nature of assemblies, and be prepared to discuss the issues with them.

The cycle of assemblies and collective worship will be developed through consultation with parents of different faiths/ world views to ensure that they feel comfortable with our programme. We believe assembly time and collective worship is invaluable with regard to community cohesion and providing insight into others beliefs.

Collective worship will:

- Establish, affirm and celebrate the common and shared values of the academy
- Nurture the identity and nature of the academy as a community
- Develop positive attitudes among the pupils
- Provide an opportunity for pupils to worship God (Divine Being)
- Enable pupils to explore their own beliefs, values and commitments, and with those of others.
- Promote the spiritual, moral social and cultural developments of pupils.

British Values

In the same way that sustainable education is not stand alone but integral to all aspects of curriculum, ethos and practice, British Values will be embedded into PSHE, citizenship and curriculum provision.

Personal, Social, and Health education

Our curriculum framework will develop children's social, emotional and behavioural skills. This approach makes a significant contribution to whole school provision for PSE development in the nursery/ Foundation Stage and PSHE in the primary phase.

Social, emotional and behavioural skills underlie almost every aspect of school, home and community life, including effective learning and getting on with other people. They are fundamental to school improvement. Our PSHE programme will make use of a range of published materials including:

- the Social and Emotional Aspects of Learning (SEAL) programme
- The Timothy Winters Project (Drug programme and Sex and Relationships programme)

E-Safety

E-safety is an integral part of PSHE provision and will be a focus in all areas of the curriculum and staff will reinforce e-safety messages across the curriculum. The e-safety curriculum will be broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways:

- A planned E-safety curriculum will be provided as part of Computing / PHSE lessons and will be regularly revisited
- Key E-safety messages will be reinforced as part of a planned programme of assemblies and pastoral activities

Safeguarding (including Prevent Duty)

Safeguarding is everyone's responsibility and as such our Trust aims to create the safest environment within which every pupil has the opportunity to achieve. Our Trust recognises the contribution it can make in ensuring that all registered pupils or others who use our schools feel that they will be listened to and appropriate action taken. We will do this by working in partnership with other agencies and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours. This school will be subject to the Kernow Learning Trust Safeguarding and Child Protection policy and protocols.

The Trust is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Our Tackling Extremism and Radicalisation Policy sets out aims, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support. All Trust staff members complete annual safeguarding and Prevent training as part of our commitment to pupil safety.