



# Curriculum Statement

## **Our Vision**

Our school is a values-led community school centred around making good relationships, teamwork and caring for others. Our staff members are dedicated to providing an education for the whole child, giving every individual an exciting and interesting start to life.

At Sonning Common Primary School, we have designed a curriculum which considers the needs of a 21<sup>st</sup> Century child and is ambitious in providing our children with the knowledge, skills and learning behaviours required to become successful life-long learners.

## **Background**

The National Curriculum is a set of subjects and standards used by primary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject. This is a statutory document that all schools must follow. Schools have the autonomy to decide on how this content is delivered and what approach we would take to ensure that our curriculum is bespoke to the needs of our children and community.

## **Intent**

At the heart of our school are a set of core values. These underpin our curriculum and the ethos of the school. At Sonning Common Primary School, we place great importance on a curriculum which develops the whole child. Through our core values, we foster an environment where the emotional, physical, academic, social, moral, spiritual and cultural development of each child is considered. We firmly believe that everyone is entitled to an ambitious curriculum and our curriculum design is accessible for all, including children with SEND and disadvantaged backgrounds.

## **Implementation**

Implementation describes the way in which we deliver our intent consistently each day. Skills are carefully and progressively mapped across each key stage and subject area. Knowledge is consolidated and built upon to support retention and recall. This ensures that by the time children leave our school they have learned, and are able to recall and apply, the key information that we feel is important in order for them to be successful in the future.

## **Planning**

Planning takes on the form of blocks, which are delivered over a period of time. Subject leaders are integral to the planning process and understand the pathway that their subjects take. Progression of knowledge and skills is carefully mapped across Key Stages.

## **Planning for Cultural Capital**

The government have placed great emphasis on schools developing cultural capital. Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. At Sonning Common Primary School, we see Cultural capital as the accumulation of knowledge, attitudes, habits and language that enables individuals to demonstrate their cultural competence. Our school plays a crucial role in developing this through immersing children in



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dance and music, visiting galleries and historic sites and by introducing them to literature and art. We run residential visits for historical study as well as providing and outward-bound experience. No child is excluded from activities through lack of funds. Embedding cultural capital into our curriculum is a way of closing the gap between children from differing socio-economic backgrounds by ensuring that children from all backgrounds have the same opportunities in society to achieve their full potential.

### Enhanced Curriculum

Our enhanced curriculum aims to run alongside and compliment the National Curriculum yet aims to broaden the horizons of our children. The opportunities offered aim to provide our children with unique experiences outside of the National Curriculum. We broaden horizons by developing global learners, which underpins all of our values, by planning for opportunities to be aware of the wider world and its current issues and to understand and respect cultural diversity and differences with an understanding of how the world works and encourage participation in the community at a range of levels, from the local to the global. We teach our children to make the world a more sustainable place and to take responsibility for their actions. We do this by providing learning linked to:

- International/Cultural understanding
- Respect for others and our differences
- Community participation (local and global)
- Sustainability and environmental issues especially Forest School
- Challenging stereotypes

### Impact

Pupils leave Sonning Common Primary School with a secure understanding of the academic content; with the understanding of how to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to the local community and how to endeavour to be the best that they can be. We aim for all of our children to leave Sonning Common Primary School respectful, skillful, ambitious and with a love for lifelong learning.