



## Shared Journeys, Unique Memories - Our Curriculum

Last updated March 2026

### Our Context:

A small village school on the Beaulieu Estate. Most children live out of catchment and arrive by car. Many live on the Waterside. The vast majority are white British. Relationship building in Autumn term for year R is crucial due to a lack of preformed relationships on entry. Our curriculum needs to: reflect ethnic diversity; build independence; provide wider experiences; support building resilience and coping with challenge and change; teach about safe use of social media; provide experience of leadership and responsibility.

### Our Vision:

Our vision is of a school family within which each child is inspired to have self-belief, to love learning and to strive for their personal best. We seek to prepare our children to thrive in an uncertain future by teaching them to embrace their own individuality, to form strong relationships with others, to think creatively and to work hard.

## INTENTION

Family	Each child	Inspired	Self-belief	Love Learning	Strive for their personal best	Thrive in an uncertain future	Embrace their own individuality	Strong relationships	Think creatively
Strong relationships; nurturing community; Parent partnership; older children as leaders; collaboration; part of village community; difference celebrated; mutual respect and tolerance; pride in and aspiration for each other; shared cultural capital	Inclusive approach: everyone counts, everyone is valued, everyone belongs; knowing children inside out and using this knowledge to individualise learning	Deliberately created unique memories and shared experiences; opportunities taken to fuel children's curiosity and celebrate and appreciate excellence	Resilience and inner strength; a can-do approach; confidence to take risks; independence comfortable with a sense of self; self-compassion and regulation	Curiosity; sense of joy; awe and wonder; a rich, purposeful, inspirational curriculum; questioning; metacognition; celebrating success; balancing intrinsic and extrinsic motivation; using children's interests to help make learning exciting	Effort and aspiration; courage; open-mindedness; striving to achieve success; (age and stage related); personal challenge; teachers ambitious for our children, no ceiling on learning; no conscious or unconscious bias; never seeing potential as 'fixed'	As well-equipped as possible to deal with personal challenges, such as relationship changes or parenthood, as well as societal challenges which we cannot predict; as well placed as possible to succeed in careers not yet envisioned	Accepting, understanding and valuing themselves (strengths, interests, emotions); noticing and valuing how they change over time; having dreams (however often these change); valuing their connections to others (small school ethos)	Kindness; tolerance; support; understanding emotions; sense of community; trusted adults who role model kindness and emotional literacy; feeling connected; knowing they count	Play and exploration; encouraging ideas; making choices and decisions; exploring and celebrating different ways of thinking; thinking 'outside the box'; applying skills/ knowledge in different contexts; looking at things from different angles

Our Values:		
<b>Have Courage</b>	<b>Be Kind</b>	<b>Shine</b>
<b>Courage is about</b> being honest and standing up for what is right and for what you believe in. Courageous people take brave action when they need to and show the resilience to keep going even when things are tough. We need courage in order to be true to all our values.	<b>Kindness is about</b> caring for yourself and for others. Kind people are compassionate, respectful, inclusive and fair. They value one another as individuals, show emotional intelligence and build positive relationships.	<b>Shining is about</b> individuality, aspiration and creativity. We recognise and value our own individuality and the individuality of others; we have self-belief; we love learning and aspire to improve and to embrace new and exciting experiences; we value thinking creatively and we celebrate ideas.

British Values:				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of Those with Different Faiths and Beliefs

IMPLEMENTATION		
Teaching and Learning Principles:		
<b>Teaching Culture</b>	<b>Quality of Instruction</b>	<b>Enabling Environments</b>
A culture of values A culture of development A culture of working (Relationships) A culture of resilience	Learning journey Instructional strategies Task design Subject knowledge	Environment routines Supporting behaviour Role of adults Displays and resources

<b>Approaches:</b>												
<b>Explicit Instruction</b>			<b>Cognitive and metacognitive strategies</b>			<b>Scaffold/ Challenge</b>			<b>Flexible groupings</b>			
TPA (I, we, you) approach Clear explanations, modelling (I...because) and frequent checks for understanding (AFL, questioning) Guided practice, before independent practice Explicit teaching of vocabulary Effective use of technology (share/ rework collective work) High quality feedback			Managing cognitive load New content transferred into long-term memory (NB retrieval curve) Opportunities to plan, monitor and evaluate/reflect on own learning Building Growth Mindset- learning as a journey (the power of yet), the importance of mistakes, building resilience Shared language of executive functioning skills Rich questioning and dialogical discussions			Scaffolding/ individualising/ breaking down learning into small steps Opportunities to think deeply and demonstrate mastery Highly considered learning environment and deployment of adults Effective task design (success for all) Opportunities to achieve excellent outcomes (models of excellence, high and clear expectations) Effective use of technology to help children learn, practice and record			Allocating groups temporarily, using AFL, based on current level of mastery Pre-teach/ catch up sessions based on current need, before re-joining the main class Cutaways Proactively seeking and tackling misconceptions			
<b>Children becoming Readers opens lifelong learning and is our top priority</b>												
<b>EYFS:</b> Communication & Language; Personal, Social & Emotional Development; Physical Development; Literacy; Mathematics; Understanding the World; Expressive Arts & Design. All underpinned by secure characteristics of effective learning.												
<b>National Curriculum and RE Hampshire Syllabus</b>												
English	Maths	Science	Computing	DT	History	Geography	RE	Art	Music	PSHE	PE	MFL
<b>Journeys to Excellence</b>												
Using rich language/ high quality texts, regular retrieval and a spiral curriculum												

<b>IMPACT</b>					
High outcomes and strong progress for all children regardless of individual characteristics, background, needs and starting points	Children with positive attitudes to learning, behaviour, attendance and with experience of leadership	Well-rounded learners who have the knowledge, skills and understanding for the next phase of their education	Confident, creative and hard-working children	Kind children with the skills to form good relationships with others	Courageous children who have aspirations for their future lives