



Shared Journeys, Unique Memories - Our Curriculum

B E A U L I E U	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 (an area of national deprivation). 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.

I N T E N T I O N	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	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	Effort and aspiration; courage; open-mindedness; striving to achieve success; (age and stage related); personal challenge; teachers ambitious for our children, no ceiling on	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	Accepting, understanding and valuing themselves (strengths, interests, emotions); noticing and valuing how they change over time; having dreams (however often these change);	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

and tolerance; pride in and aspiration for each other; shared cultural capital				children's interests to help make learning exciting	learning; no conscious or unconscious bias; never seeing potential as "fixed"	succeed in careers not yet envisioned	valuing their connections to others (small school ethos)		contexts; looking at things from different angles
Our Values:									
Have Courage				Be Kind			Shine		
Courage is about 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.				Kindness is about 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.			Shining is about 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 and tolerance of those with different faiths and beliefs	

I M P L E M E N T A T I O N	Teaching and Learning Principles:			
	Appropriate pitch and challenge for all <i>Not too easy, not too hard, just right No child left behind.</i>	Right learning, right children, right time <i>AfL drives everything - teach, assess, teach, assess... No child left behind.</i>	Maximising learning time <i>No learning opportunity missed No child left behind.</i>	Progress for all <i>Every child sequentially developing their knowledge, skills and understanding No child left behind.</i>
	-I know how to challenge myself . -I can get resources to help me.	-I can reflect on my learning -I can make choices and decisions about my learning -I can make choices about how confident I feel in my learning. -I know that my learning might look different to another person in my class.	-I use my break times well (to get a drink, go to the toilet and have a good run around). -I make sure I am always listening when an adult is speaking. -I try my best at my work and concentrate on my learning.	-I talk about previous learning. -I can show in my book that I have learnt new things. -I can talk about my journey and what I am aiming for. -I know that learning means I have to try hard

I M P A C T	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