

MERIDEN'S CURRICULUM – INTENT, IMPLEMENTATION AND IMPACT



Curriculum intent

5 Because you have these blessings, do all you can to add to your life these things: to your faith add goodness; to your goodness add knowledge; 6 to your knowledge add self-control; to your self-control add patience; to your patience add devotion to God; 7 to your devotion add kindness toward your brothers and sisters in Christ, and to this kindness add love. 8 If all these things are in you and growing, you will never fail to be useful to God. You will produce the kind of fruit that should come from your knowledge of our Lord Jesus Christ.

2 Peter 1:5-8

Friends

To nurture healthy relationships and enable our pupils to be positive contributors in a multicultural society.

To develop a strong sense of morality in our pupils.

Faith

To value all as a gift from God where each individual has the opportunity to explore their own potential and purpose.

To offer a diverse education that has its foundations in the Christian faith.

Lifelong Learners

To develop a love of learning through a vibrant and inclusive curriculum which actively enables all children to reach their full potential

To equip all pupils with the appropriate knowledge, skills and understanding required to succeed in life.

Curriculum Implementation

Friends

At Meriden we recognise the self-confidence and mental health of a pupil to be paramount if they are to be the motivated and excited learners we desire them to be. Therefore, within school, we offer a range of learning opportunities in order to develop and nurture this. Time is made within the busy school week for classes to enjoy circle time and mindfulness activities alongside specific nurture and therapy groups which cater for our children who require specialist support; this highlights the inclusivity that characterises Meriden school. In class we have a robust PSHE curriculum supported by whole school RSE and drugs and alcohol learning. Our anti-bullying work has been recognised nationwide for its specific impact on changing cultures within a school and has been so successful that we currently train local schools also.

Every year a new charity is selected which bring with them opportunities for our young entrepreneurs to develop exciting ideas to connect with the school community and raise money for worthy causes.

Within our curriculum, teachers are not afraid to tackle ethical issues including studies of controversial key figures or times within history as well as current topical world issues. Our children are taught to recognise injustice within the world and actively seek to support those less fortunate through charities such as The Shoebox Appeal or writing persuasive letters.

We see our community as co-educators of the pupils in our care and thus take every opportunity to open our doors and 'invite in' or 'step out' where possible. Training in areas such as phonics, Anti Bullying work or the use of modern technology is offered termly to the school community and key events such seasonal fairs, sports days, key stage productions alongside our weekly celebration assemblies are always well attended. To support our curriculum, year groups regularly receive visits, in-person and virtually from inspirational people such as STEM ambassadors, community faith leaders, war veterans and even children's authors! As a cluster, we regularly link with local schools to compete in sporting events, share good practice and develop opportunity for able, gifted and talented children to work alongside one another during termly subject specific events.

Faith

A values system which is deeply rooted in the biblical narrative provides children with way of living that guides them in their discovery of who God has made them to be. It is in behaving in line with our values that children will flourish and achieve every aspect of our vision. A cyclical approach to values offers a key focus in worship however they also impact policy, procedure and the wider curriculum in offering a wide view of education that considers the development of the whole child.

Invitational, daily collective worship allows the opportunity for children to reflect upon Christian values, and their roots in the bible, current topical issues and equally their own responses. Children are encouraged to grow spiritually and reflect their growth in their behaviour and relationships. Visitors from a range of Christian and non-Christian traditions lead regular high quality acts of worship, allowing the children to see the diversity of faith in Modern Britain. Strong links with the local church give opportunities for collaboration, regular visits and a liturgical rhythm to worship. Increasingly, children have the opportunity to shape worship, leading aspects of input and giving their voice in response to foci for values based work.

Religious Education at Meriden CE Primary School provides a safe space for children and adults to explore their own religious, spiritual and philosophical ways of living, believing and thinking. With a focus on Christianity, as well as a range of religions and worldviews, we nurture respectful attitudes through meaningful, informed dialogue. With inclusivity at its heart, children of all faiths and none, develop a strong sense of belonging. Through varied and wide-ranging curriculum experiences, our children have the opportunity to take hold of the treasures of faith. Our children

become inquisitive, analytical, resilient and reflective learners as we lay the foundations for their continuing spiritual journey.

It is through explicit teaching and more implicitly such as through the wider environment with its dedicated spaces for prayer and reflection, as well as visits to places of worship that help to provide children with every opportunity to grow spiritually and become well-rounded contributors of society.

Lifelong Learning

At Meriden we provide our children with a curriculum which is broad and well balanced, encouraging all pupils to live safe, active and healthy lives. Through practical and appropriate learning experiences centred around the National Curriculum, we nurture pupils' sense of curiosity, enquiry, awe and wonder. We promote high expectations and expect pupils to have pride in themselves as learners.

Through a topic based approach, we ensure that high quality texts provide the foundation for learning, so that pupils' literacy and numeracy skills are developed across the curriculum. This is achieved through carefully scaffolding learning to embed basic skills or by providing opportunities for pupils to work at a deeper level to strengthen the connections they make between concepts and ideas.

An inspiring use of technology brings teaching and learning to life and ensures pupils are prepared to be part of a fast paced technological society. Our unique 'Imagineering Suite' provides a context for teaching creativity, innovation, resilience, perseverance as pupils problem solve real life situations; this in turn develops their communication skills as well as challenging gender stereotypes which may impact on future career aspirations.

Our enhanced curriculum offer includes opportunities for children to attend day trips and residential, building key life skills through meeting challenges head on. A range of visitors bring topics to life by imparting expertise or dramatizing historical events. Our safeguarding and health and safety curriculums ensure pupils have skills and knowledge of areas such as road safety, cycling proficiency and how to stay safe, both online and in different environments. A variety of clubs are offered to give opportunities for pupils to build on personal talents and achievements, whilst also extending the range of experiences open to them.

Valuing the home-school partnership, our homework activities are underpinned by 'Friends, Faith and Lifelong Learning', ensuring academic learning is reinforced whilst encouraging tasks to build parent/child attachments and have a wider community impact.

Subject leaders follow a programme of monitoring, evaluation and review to ensure standards in their subject are ambitious. They have regular opportunities to keep their own subject knowledge, skills and understanding up to date in order to support the development of their subject and other staff in school. In order to assess accurately, we link with other schools to moderate learning and challenge thinking, sharing good practice and building success.

Curriculum Impact

Friends

Our children have a clear understanding of our school values and it is through discovering what these really mean that our learners develop a character that prepares them for living in the community and beyond. This is exemplified daily through the interaction between all members of our community, including staff, children and their families.

Our children have a strong personal sense of morality. They will make confident, informed decisions for the right reasons and in the best interests of their community and are resilient to negative influences. They will see the impact of Christian love as they go out into the world and make a difference in their own life and in others too.

Faith

Our children are open to growing spiritually, having the skills to raise their own questions, evaluate them and reflect on the type of person they are becoming. They have a clear understanding of the foundations of the Christian faith and the Biblical narrative. They will have developed respectful and well informed opinions of those of other faiths, or those with none at all.

This is underpinned by distinctive Christian values that invite our children to consider what it means to be clothed in the image of God.

Lifelong Learning

We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully using a range of tools, but always considering Age Related Expectations. Children are academically and physically prepared for life beyond primary school and in Modern Britain and the world.

Our children are resilient in the face of challenge, are highly motivated to succeed and achieve, being fully equipped with all the personal skills to do this.