

Curriculum Intent and Rationale

Sutton Oak is a large primary school situated in St. Helens. With a mainly white British, working-class demographic and located in an area of high deprivation and unemployment, our children often start school with low entry points.

As a result of this, we believe our curriculum should look to raise pupils' aspirations, by providing them with a wide range of practical learning experiences, developing their cultural capital, as well as teaching them about human creativity and achievement. We want to open the doors of opportunity to each pupil, helping them to recognise the potential they have to make a positive contribution, not only within their own community, but on a global scale.

We are committed to helping our pupils make links across themes and subject disciplines, by providing a cohesive learning journey. We believe the curriculum should be connected in a meaningful way, evidencing clear progression and should demonstrate a consistent approach throughout school.

We seek to plan lessons that encourage pupils to recall and utilise prior learning, actively engaging with the knowledge and skills we believe should be taught.

Implementation

We use Dimensions 'Learning Means the World' Curriculum, which is underpinned by four highly relevant world issues, known as the four Cs:-

Culture
Communication
Conflict
Conservation

These four Cs create a purposeful and meaningful back drop for our delivery of the National Curriculum, in the following ways.:-

Developing language and vocabulary is a priority for us across the school and we passionately believe that communication is key to accessing learning and securing pupils' future success. We are committed to developing functional literacy and speaking and listening skills and we feel we are best able to develop pupils' skills through the strong **communication** focus in this curriculum model.

As a school that predominantly represents a white British demographic, we want our pupils to fully appreciate and embrace **cultural** diversity, learning about and experiencing a range of different cultural and faith heritages. We actively and explicitly promote cross-cultural friendship, respect, tolerance and understanding through 'Learning Means the World'.

We also feel our pupils need a more structured approach to developing greater awareness and appreciation of local, national and global **conservation** issues and initiatives, learning how they have an important role to play in sustainability.

We believe that life skills should be taught throughout the curriculum and an understanding of responsible, respectful behaviour is an important aspect of learning and pupils are able to view this in the light of the **conflict**-focused themes.

Our Christian values are also matched against the four Cs, ensuring further cohesion within and across the curriculum.

With the progressive 'Learning Means the World' Learning Pathways (Explorers, Pathfinders, Adventurers and Navigators) and through aspects such as pupil-led activities (independence) and high ability tasks (resilience), we challenge our pupils to extend their learning.

