



# Curriculum Intent





# Introduction

At St Paul's Way Foundation School we aim to provide children with a **unique** educational experience. Through our carefully constructed curriculum, we believe children will acquire the **knowledge** and **skills** they require to be fully **prepared** for their next steps in education. In doing this we aim to foster a life long love of **learning** and ensure our pupils are **well-rounded** individuals, prepared to be **active citizens** in our globalised society and economy.



# Curriculum Components





# Graduate Skills

Participation

Networking

Communication

Investigation

Vision

Scholarship

Our graduate skills are the **drivers** of our all-through school curriculum providing a unifying theme across all key-stages. Through ensuring our pupils acquire these core skills, we ensure that they are **ready** for their next steps in education and **equipped** for their future **participation** as **active citizens** in our globalised society and economy. These skills are a thread that runs through all we do at St Paul's Way Foundation School.



# British Values

*“Follow the three R’s: Respect for self; Respect for others; Responsibility for all your actions.” Dalai Lama*

In line with our statutory duty, we promote the fundamental British Values of **democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.**

In order for these values to have **meaning** to our pupils they cannot be taught in isolation but must be **integrated** within the broader curriculum and the life of the school. Links to these values, both explicit and implicit, are made throughout our curriculum offer to ensure that these values are fully **understood** and **embraced** by our children.



# Subject Knowledge

*“It is by this daily striving after knowledge that man has raised himself to the unique position he occupies on earth, and that his power and well-being have continually increased.” Marie Curie*

In line with the National Curriculum, we aim to provide our pupils with the essential knowledge they need to go on to be education citizens. In each unit of work, we carefully plan the key pieces of knowledge that children will acquire. They are taught in a way that builds on the children's past knowledge and develops the building blocks they need to further develop that knowledge in the future.

This knowledge provides the foundation from which children can build their skills and understanding, and an enthusiasm for the subjects we teach.



# Disciplinary Skills

*“What the evidence does show, however, is that these skills are largely domain-specific...we would expect schools’ approaches to curriculum design to reflect this.” Amanda Spielman, 2019, ‘Wonder Years’ Speech*

We have identified discipline specific skills that we aim to develop and have thought about how children will **progress** in their **understanding**, **use** and **application** of these skills throughout their time in our school.

Explicit teaching of these disciplinary skills enables our pupils to use the subject knowledge they have acquired, giving it **meaning** beyond a list of facts.



# Cross Curricular Skills

We aim to develop children's Literacy, Maths and Computing skills across our curriculum. These are vital skills which children need to access other curriculum areas, to succeed in their education and to go on to be successful contributors to society.

In doing this we seek to identify the how these **vital skills** groups apply specifically to each subject area and develop these cross curricular skills in a way that is relevant to each subject and **meaningful** to pupils, **enhancing** the subject learning in a **progressive** way. This requires that we identify the links between **subject knowledge** and **disciplinary skills** on the one hand and Literacy, Maths and Computing skills on the other.



# Progression, Transition and Preparedness

As a Primary Provision, we aim to take children on our **journey** from their first encounters with education in the Early Years Foundation Stage, through Key Stages 1 and 2 to ensure they are prepared for their **next steps** in education in Secondary School.

At each stage in the Foundation School we seek to understand the children's prior knowledge, skills and experience so that we can **build** upon this. We also take care to have a clear picture of where the children are going next and ensure they are well **prepared** for this.

Being part of an **all-through school** gives us a unique opportunity to ensure that the **links** between key stages 2 and 3 are developed to their full extent and that our curriculum designs take full account of each other.



# Local Context

As a school situated in an area of significant **deprivation**, our curriculum must take account of the specific areas of need we encounter.

This must be within the broader context of having **high aspirations** for our children. As part of an all-through school we look ahead to the **opportunities** we want our pupils to be able to access at 16 and 18 years old and ensure that our curriculum provision is focussed on equipping our pupils for **bright futures**.

We also make the very best of the **rich and diverse** opportunities that we have within our immediate community and as a London school. Our local context gives us unique and valuable opportunities which we seek to take full advantage of.



# Cultural Capital

Pierre Bourdieu first identified cultural capital, defining it as the skills and knowledge that a person can draw on to give them an advantage in life, including in education.

Through a clear cultural framework, our curriculum seeks to give our pupils every possible advantage and opportunity to ensure they have the best opportunities open to them in their futures. We plan for our pupils to access a range of experiences that enhance specific knowledge, skills, understanding and values in our curriculum.



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