



Curriculum Intent Statement

'for wisdom is more precious than rubies, and nothing you desire can compare with her.' Proverbs 8:13

Vision Statement

At Holy Trinity our vision is to be the best we can be: for God, for others and for ourselves. Through our hard work we want our children to acquire the very best in wisdom, knowledge and skills to raise their aspirations, enabling them to grow and flourish as unique and precious children of God. We want to provide a safe and welcoming space where our children learn from our Christian values, live well together and experience 'life in all its fullness' (John 10:10).

Christian Values

Love	Hope	Forgiveness	Trust	Peace	Reverence	Justice
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Strand 1 In educating to develop wisdom, knowledge and skills we intend to:

a) meet the academic needs of all of our pupils through our curriculum by

- i) having a strongly agreed consensus of the knowledge and skills our pupils need in order to take advantage of opportunities later in later life and through this powerfully address social disadvantage
- ii) teach our children to read, write and use mathematical knowledge confidently by the end of key stage 1 so they are able to access a broad and balanced curriculum at key stage 2
- iii) ensuring all our pupils are encouraged to develop a love of reading across the curriculum and read confidently, including aloud, at an age appropriate level
- iv) being clear what end points the curriculum is building towards and what pupils need to know to be able to reach those end points
- v) developing a curriculum that is carefully planned and sequenced logically so that new knowledge and skills build on what has been taught before and towards clearly defined end points
- vi) ensuring our curriculum meets the specific needs of our community, particularly widening vocabulary and broadening children's experiences and horizons through systematically extending their knowledge of the wider world
- vii) maintaining a healthy breadth and balance in our curriculum in all year groups
- viii) committing our time and resources to developing teachers and teaching assistants with a highly competent subject knowledge of the areas of the curriculum they teach
- ix) committing time and resources to high quality teaching materials that coherently support our ambitious intentions
- x) using assessment well to help pupils embed and use knowledge fluently, check understanding and inform teaching to address any gaps;

b) identify and support those who are more vulnerable and who may have additional learning and personal needs by

- i) having high expectations and ambition for **all** our pupils across the range of subjects
- ii) developing a curriculum that is successfully adapted to meet the needs of all our pupils, including those with special educational needs or disabilities and those whose first language is not English. This will enable them to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence;

c) support all pupils in their spiritual development, enabling all to flourish by

- i) equipping our pupils with the knowledge and cultural capital they need to succeed in life, introducing them to the best that has been thought and said to engender an appreciation of human creativity and achievement
- ii) enabling pupils to reflect and explore the spiritual and ethical dimensions of all subjects.



<p>Strand 2 In educating for character development, including hope, aspiration and courageous advocacy we intend to:</p> <p>a) support the character and moral development of all pupils, giving them aspiration and hope by</p> <ul style="list-style-type: none"> i) building meaningful opportunities to enable pupils to make positive choices, developing ambition through perseverance to be the best they can be and embrace 'life in all its fullness' ii) developing curriculum opportunities that promote resilience to cope well when things are difficult <p>b) develop a curriculum that encourages pupils to engage in social action and be courageous advocates for change in our local, national and global communities including</p> <ul style="list-style-type: none"> i) ensuring all pupils have curriculum opportunities to look beyond themselves, ask 'big questions' and think globally about life ii) developing an understanding of disadvantage, deprivation and the exploitation of the natural world iii) engaging in global world links iv) promoting ethical and charitable activities through our curriculum, engaging in social action and challenging injustice.
<p>Strand 3 In educating for community and living well together we intend to:</p> <p>a) promote social and cultural development through a curriculum that encourages forgiveness and reconciliation, encouraging good mental health and enabling all to flourish and live well together. We will do this by</p> <ul style="list-style-type: none"> i) ensuring our Christian values are woven through the curriculum and underpin teaching ii) planning curriculum opportunities that explore different points of view, enabling pupils to disagree well and practice forgiveness and reconciliation iii) building a curriculum that fosters a sense of belonging, embracing and celebrating difference.
<p>Strand 4 In educating for dignity and respect we intend to:</p> <p>a) plan curriculum opportunities that embrace difference and promote a culture of dignity and respect, thus enabling all pupils to flourish. We aim to do this by</p> <ul style="list-style-type: none"> i) ensuring that our curriculum upholds dignity and values all God's children so that we are successful in preventing rather than just reacting to stereotyping and prejudice ii) making sure that the people, events and issues we study enable pupils to understand, respect and celebrate difference and diversity iii) ensuring our curriculum enables children to cherish themselves as uniquely and wonderfully made, enabling then to form healthy relationships where they respect and offer dignity to others.