



## SOHO PARISH PRIMARY POLICY Curriculum

Last reviewed:	January 2023	Next review date:	January 2026
Committee responsible:	SAW	Written by:	Louise Ritchie

### Our Vision

*Jesus said: I have come in order that you might have life – life in all its fullness. John 10:10*

**Every child deserves to live life to the full.**

Our **holistic curriculum** promotes **emotional, intellectual, physical, spiritual and artistic** development. Tailored teaching develops **independent, passionate, successful** learners.

Following Jesus' example, we grow and share our **individual** gifts to build a **community of love, imagination and courage**. Every family is welcome, every child valued.

### Aims

An outstanding curriculum must be **meaningful** (to individual children), **relevant** (to today) and **engaging** (thereby exciting children).

In line with our Vision to provide pupils with '**life in all its fullness**', as Jesus promises, we are committed to providing a **rounded curriculum** which:

- **ensures knowledge 'sticks'** in our pupils' long term memory
- enables pupils to develop **higher order skills**, such as analysis, evaluation, critical thinking and problem solving
- **creates a lifelong 'spark' for learning**, igniting the passion to seek and master new knowledge, ideas and skills
- provides pupils with **meaningful learning** across **all the subjects of the national curriculum and beyond**

### Meaningful

A concept-based curriculum challenges learners to think more widely and deeply than a traditional, topic-based, two-dimensional one. The latter is one that focuses only on knowledge and skills, whereas the former goes much further and deeper, developing conceptual understanding. For example, a unit on Shakespeare's *Macbeth* might be approached through the concept of 'responsibility'. The thought-provoking conceptual question 'am I, and only I, the one responsible for my own actions?' allows all children access to the topic, and to find a personal relevance. Being conceptual, it facilitates thinking across times, geographies and cultures, not limiting learning to a single literary or historical event.

### Relevant

In order to be relevant, a curriculum must look at all aspects of a young person's development as a learner. Science specialists still need to develop their creativity; linguists still need to be fit; artists still need to be responsibly active citizens.

Outstanding curricula around the world have a range of 'learner profiles', or 'learner competences', which thread themselves even beyond the curriculum through all aspects of the school's provision. One example is the RSA (Royal Society for the Arts) Opening Minds Curriculum. This includes 'learning muscles' such as

leadership, teamwork, reflection and, of course, creativity. Successful and happy school-leavers have both a great academic results and learning capacities; the ingredients for success.

### Engaging

The first dish in a meal must excite the taste buds! It sets the standard. At the opening of a lesson, a creative learning hook will capture the learner's attention and drive the learning of the lesson. For example, children walk into their room to find part of it cut off with hazard tape and an array of discarded and broken objects lying around. They are given plastic gloves and a detective's notebook. It's a crime scene, and might be a Year 2 lesson on story narratives or a Year 6 forensic science lesson. Either way, young people are excited and driven to want to learn.

We believe that a creative, concept-based curriculum engages the intellect and emotions of a child to a higher degree than a more traditional, topic-based curriculum. This helps children to transfer their understandings across learning areas. They are better equipped to make connections to their own experiences and the wider world, both now and when looking to the future. Their intellect is developed to handle a world of increasing complexity and accelerating change, producing an intellectual depth in thinking and understanding. Children's motivation for learning is increased, as they are encouraged to analyse facts and consider implications in a personally engaging way.

Our key competences are developed from the RSA Opening Minds Curriculum, amended by Soho Parish staff for our primary aged pupils – Appendix 1

### Cultural literacy

Hirsch (1988) described 'cultural literacy'; the knowledge which is shared by competent readers in a particular society. He refers to it as the knowledge you would need in order to read and make sense of a quality newspaper confidently, including things like proverbs (e.g. a stitch in time saves nine), biblical allusions (e.g. likening somebody to Jonah) and historical references (e.g. Cavalier). This network of knowledge enables those who possess it to participate much more fully in their society, giving them greater choice of careers, making it possible for them to fulfil the responsibilities of a citizen in an informed way and opening up educated discourse to them. It is not hard to see that the world of cultural literacy remains closed to many, especially those from less advantaged backgrounds, and Hirsch would argue that it is the job of schools to open it to all.

Our curriculum celebrates cultural diversity, through drawing on important role models who represent a range of communities and races. It also promotes 'cultural literacy', through giving all children access to the lexicon, traditions and history of the UK and English speaking populations. This could also be described as 'cultural capital'. Cultural capital is a term in sociology that means the social and cultural advantage that some people have, usually when they have more money. This social or cultural advantage means you have access to more opportunities to 'move up in the world'.

### How we structure learning

Based on the work of Jonathan Lear (The Monkey-Proof Box), we structure our learning through concepts.



### *Soho Parish Curriculum Concept Map 1 Year Cycle 2022-23*

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
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<i>Reception</i>	<i>Big Wide World</i>	<i>Me</i>	<i>Power</i>	<i>Growth</i>	<i>Strength</i>	<i>Family and Friends</i>
<i>Year 1</i>	<i>Journeys</i>	<i>Choice</i>	<i>Difference</i>	<i>Environment</i>	<i>Kindness</i>	<i>Creativity</i>
<i>Year 2</i>	<i>Traditions</i>	<i>Conservation</i>	<i>Bravery</i>	<i>Relationships</i>	<i>Imagination</i>	<i>Structure</i>
<i>Year 3</i>	<i>Wonder</i>	<i>Curiosity</i>	<i>Hope</i>	<i>Perseverance</i>	<i>Discovery</i>	<i>Confidence</i>
<i>Year 4</i>	<i>Freedom</i>	<i>Innovation</i>	<i>Contrast</i>	<i>Courage</i>	<i>Exploration</i>	<i>Beyond</i>
<i>Year 5</i>	<i>Ambition</i>	<i>Principles</i>	<i>Equality</i>	<i>Myth</i>	<i>Inheritance</i>	<i>Truth</i>
<i>Year 6</i>	<i>Migration</i>	<i>Evolution</i>	<i>Protest</i>	<i>Dystopia</i>	<i>Fate</i>	<i>Transition</i>

## Appendix A

### Competences for Citizenship

- **Morals and ethics** – children develop an understanding of ethics and values, how personal behaviour should be informed by these and how to contribute to society.
- **Making a difference** – children understand how society and government work, appreciating the importance of active citizenship.
- **Diversity** – children understand and value social, cultural and community diversity, in both national and global contexts.
- **Technological impact** – children understand the social implications of technology.
- **Self-reliance** – children develop an understanding of how to manage aspects of their own lives including finance.

### Competences for Learning

- **Learning styles** – children understand different ways of learning and how to develop and assess their effectiveness as learners.
- **Reasoning** – children learn to think originally and systematically and how to apply this knowledge.
- **Creativity** – children explore and understand their own abilities and creative talents, and how best to make use of them.
- **Positive motivation** – children learn to enjoy and love learning for its own sake and as part of understanding themselves.
- **Key skills** – children achieve high standards in literacy, numeracy, and spatial understanding.
- **ICT skills** – children achieve high standards of competence in handling information and communications technology and understand the underlying processes.

### Competences for Managing Information

- **Research** – children develop a range of techniques for accessing, evaluating and differentiating information and have learned how to analyse, synthesise and apply it.
- **Reflection** – children understand the importance of reflecting and applying critical judgement and learn how to do so.

### Competences for Relating to People

- **Leadership** – children understand how to relate to other people in varying contexts in which they might find themselves, including those where they manage, or are managed by, others; and how to get things done.
- **Teamwork** – children understand how to operate in teams and their own capacities for filling different team roles.
- **Communication** – children develop a range of techniques for communicating by different means, and understand how and when to use them.
- **Emotional intelligence** – children develop competence in managing personal and emotional relationships.
- **Stress management** – children understand and are able to use varying means of managing stress and conflict.

### Competences for Managing Situations

- **Time management** – children understand the importance of managing their own time, and develop preferred techniques for doing so.
- **Coping with change** – children understand what is meant by managing change, and develop a range of techniques for use in varying situations.
- **Feelings and reactions** – children understand the importance both of celebrating success and managing disappointment, and ways of handling these.
- **Creative thinking** – children demonstrate entrepreneurial behaviours and take the initiative in their learning.
- **Risk taking** – children understand how to manage risk and uncertainty, including the wide range of contexts in which these will be encountered and techniques for managing them.

## **Knowledge Rich**

Teaching through a concept-based approach complements a knowledge-rich approach. The explicit teaching of competences equips learners to acquire, process and apply knowledge more fully than they might otherwise be able to. Thematic learning across a longer period (one full term) allows for a deeper understanding of subjects to be acquired by learners because they have more time to get behind their subject matter.

According to Tom Sherrington (2018) a knowledge-rich curriculum has four features:

- Knowledge provides a driving, underpinning philosophy
- Knowledge content is specified in detail
- Knowledge is taught to be remembered, not merely encountered
- Knowledge is sequenced and mapped deliberately and coherently

At Soho Parish, our knowledge-rich curriculum is one in which knowledge is thoughtfully selected, sequenced and secured (Jonathan Mountstevens, 2022). It is connected through the overarching concept, which enables pupils to apply their knowledge to their thinking.