Avishayes Primary School & Early Years Centre
CURRICULUM POLICY

Responsibility:	**Governors**
Reviewed:	**October 2025**
Next review date:	**October 2027**
Key legislation:	**Equality Act 2010**
This policy should be read in conjunction with:	
Exclusion Policy **Anti-bullying Policy** **Special Educational Needs (SEN)** **Equal Opportunities Policy** **Attendance Policy** **Safeguarding and Child Protection Policy**	

Our purpose is to connect learners as local citizens of today with the ideas, knowledge and skills they will need as the global citizens they will become.

We will help them to be curious, ask probing questions and be brave in finding solutions.

They will engage with the familiar and be engaged by the unusual; be immersed in language and communicate in multiple languages; know how to practise, be resilient and challenged; to be proud of their local environment and think on a global scale; work individually and add their voice to the many; to accept help, give charitably and embrace altruism; to love difference, be different and stand up for the rights of others just because it is the right thing to do.

We want them to be relentlessly creative, critically curious and to live ambitiously.

Our intention is to create a culture of enquiry, curiosity and challenge that permeates both explicit and hidden curricula. Written by teachers for teachers, our school is in the early stages of implementing a local, bespoke version of the Curious-city™ approach that inspires and guides our teachers to create contextually relevant enquiry-led experiences. This enquiry-led approach is enabling our school to create a bespoke, locally focused curriculum over the course of two years that goes beyond the National Curriculum 2014.

The skeleton of curious and creative learning opportunities, progressively planned and matched to cognitive development, exposes learners to the wider world in carefully planned stages. The skeletons provide just enough guidance whilst enabling our teachers to inspire learners with local people, places and stories relevant to the school's locality. The current structure also has plenty of room to respond to the ever changing world. Enquiries are shaped by our school over time. Our curriculum will be unique but not isolated: we are part of a family of curious, enquiry-led settings and collaborate regularly at learner, teacher and leader level.

We implement the enquiry-led approach in several ways. Using seven themes that help to steer and give a particular flavour to an enquiry, learners seek answers to

questions posed. The seven themes help teachers ensure that a broad range of perspectives are offered during a year, and that they understand the purpose of the enquiry. This helps create a balance of experiences each and every year and ensures a breadth of experience in every year group.

States of Being (below) enable learners to focus on and/or combine powerful knowledge in different enquiries. Each knowledge-engaged state symbolises an aspect of the curriculum, helping learners to master both the k*now of* and *know how* of a subject, not just remember it. For instance, we want our learners to be Scientists, not just learn about science. As a result, whilst we have enquiry skeletons, we build on these responding to the needs of learners: as they get older, we help them cross-pollinate states. We want learners to discover for themselves that they can be an Author, Scientist, Geographer and Philosopher at the same time and that some adults combine these states to become Archaeologists, for instance. We want our learners to see the interconnection between what they are learning in how this knowledge is applied. We explicitly teach children *how* to learn through our 5Rs. *See Appendix 1*

Cognitive development aligned with enquiry-led learning



In a nutshell, enquiry-led learning provokes learners with **key questions** too big to answer in one go, but not so conceptually large that they cannot understand. The purpose is to guide learners through a scaffolded process, answering the big question with a piece of writing for example, performance or animation. As cognitive development, emotional literacy and language immersion underpin the Curious-city approach, as well as purposeful links to mastery-led learning principles and attachment theory, we recognise children's awareness of the world develops as they mature and that this has a significant impact on their ability to learn. Our job is to help learners make sense of the world, not just expose them to it.

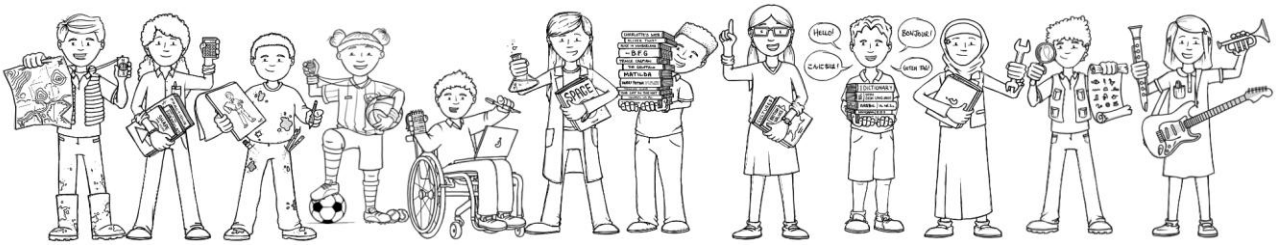
More than the National Curriculum

Lessons may also feel different in our setting from the norm. Think of a child's time in school as a continuum of experiences rather than a set of lessons. Sometimes experiences are short, sharp and immersive, other times they are light-touch events over a longer period of time. This is exactly what a curious, knowledge-engaged curriculum should be. The usual Author (literacy) and Mathematicians (numeracy) teaching sequences continue, enhanced by locally rich and relevant experiences through the inclusion of significant people, places and stories by weaving in faith, community and culture into enquiries. National Curriculum subject objectives from Science, History, Geography, Art & Design, Design and Technology, Music are woven throughout enquiries as seen on the *Whole School Enquiries Map.* Some subjects (renamed using the States of Being) are taught discreetly or by specialists, such as Foreign Languages, Physical Education, Religious Education (Somerset Approach to Religious Education SACRE) PSHE and SMSC. Where possible links are made, but more often than not, they are stand-alone experiences.

The seven themes

Curious Giving	Curious Creativity	Curious Wild	Curious Moving	Curious Me	Curious Play	Curious Future

enable learners to become…



Geographers • Scientists • Musicians • Authors • Philosophers • Mathematicians • Artists • Engineers • Historians • Linguists • Athletes

The impact of Curious-city can be seen and heard as well as represented in outcomes. Impact can be seen through the floor books, displays and challenges the children produce. The process of enquiry, as well as final outcomes, are represented within class floor books; the journey of learning. In classrooms and in corridors enquiry working walls demonstrate the learning journey; States of Being characters should feature in books, classroom displays and visual timetables as well as our website and newsletters. Our learners and families also talk about the approach earnestly. We know that when inspectors have visited other schools, the Curious-city approach has been talked about as having a positive impact on learning; our setting is no different. We know that in time, it will affect our reading and writing outcomes as the contexts and purpose for being an Author, for instance, become stronger and stronger.

To find out more about our local, knowledge-engaged, globally connected, enquiry-led curriculum ask us about the deliberate action we are taking to shape our curriculum to meet the needs of our learners and community that we are proudly a part of.

We have agreed that our curriculum will:

- Have high expectations of our learners
- Celebrate achievement and raise standards
- Offer a broad balanced and relevant curriculum that prepares pupils for the next stage of education and life in the community
- Foster children's engagement, excitement, awe and wonder
- Nurture curiosity and a thirst for learning
- Provide direct learning experiences through the rich resources of the locality (including geographical, historical, cultural)
- Use our school's unique space and grounds effectively
- Encourage pupils' independence, responsibility and self-initiated learning
- Be directly relevant to our children's needs
- Allow time for work of quality and depth
- Allow time for reflection
- Ensure appropriate coverage and skills progression
- Make meaningful links between subjects and across learning
- Recognise, value and nurture children's talents in academic and non-academic areas
- Embrace diversity within our own community and beyond
- Be firmly committed to the principle of equality for all children
- Include the children's interests and be responsive to the pupil voice

“Six skill areas are described as key skills because they help learners to improve their learning and performance in education, work and life. These skills are imbedded in the National Curriculum”

The six key skills are

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem solving

Our curriculum planning is based on the National Curriculum and these skills will be an integral part of our planning and work with our pupils. In addition, we pay regard to our pupils’ statements about when they enjoy learning:

- They have a sense of achievement
- Group work / working with friends / working independently
- Using ICT to support learning
- A mixture of activities / lessons (different approaches to learning)
- Express their learning in different ways (art, talking, drama, performance, physical activities)
- Using equipment and good resources
- Exploring and finding out about things
- Learning through games
- Opportunities to make choices
- Learning in a safe and purposeful classroom

The principles expressed in this curriculum statement underpin long, medium and short-term planning at Avishayes Primary School.

APPENDIX 1

Our Learning Behaviours - 5Rs

Ready
Pupils are: motivated towards learning; assess their preferred learning environment and are in a positive state to learn; can set their own learning goals; can manage their own learning process; are confident and demonstrate high self-esteem; are physically and emotionally fit and healthy; have a personal identity and link this to their learning interests; have aspirations for the future, and demonstrate a secure set of moral values, enabling them to be effective global citizens.

Reflect
Pupils: Stop and reflect e.g. ask questions, observe, and look for patterns; make connections between what they are learning and other areas of life; evaluate their learning; use different learning and memory approaches; are flexible, adaptable and cope well with change, and demonstrate an inquisitive mind.

Resilience
Pupils: Draw on self-belief that they can succeed and remain optimistic, even when things are difficult; recognise and manage their emotions so they are able to continue with their learning; demonstrate a range of problems solving skills, including calculated risk-taking, and recognise and embrace challenges.

Resourceful
Pupils: Assess and make the most of their preferred learning approaches and environment and those of others; develop and expand the tools and approaches they use for learning, use different approaches and are creative when needed; find and use information from a range of sources (including through ICT); communicate effectively in different ways; apply or use what they have learned or are learning, including in different contexts and become technologically confident

Responsibility
Pupils know right from wrong and are able to make good choices. They manage themselves, help others and think ahead.