

**Principles underpinning the Curriculum in schools that are part of the St Edmundsbury and Ipswich Diocesan Multi-Academy Trust**

**As part of the family of Church of England Schools, within our Diocesan MAT, it is important that the curriculum itself is theologically rooted and reflects the Church of England vision which embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework. This is worked out theologically and educationally through four basic elements which permeate our vision for education: Wisdom, Hope, Community and Dignity. (Church of England Vision for Education Deeply Christian, Serving the Common Good. Autumn 2016)**

The curriculum is planned to ensure that every pupil is educated for **'life in all its fullness.’** (John 10:10.) The MAT Passport sets out the experiences, planned into the curriculum, that all pupils will have taken part in by the time they leave a MAT school. Each school develops aspects of SMSC through their curriculum. As a MAT, we have been considering how our curriculum principles help develop the spirituality and spiritual journeys of pupils. This can be seen as a journey from experience (windows) through reflection (mirrors) to growth, transformation and action (doors.)

The principles that underpin our curriculum are as follows:

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| **Educating for…** | **To enable…** | **Theological underpinning** | **Spiritual capacities developed** | **School Provision** |
| **Wisdom, Knowledge and Skills** | Discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life. | **God wants us to learn. The Bible says God is infinite, the universe is vast and that life is an amazing mystery. We should never give up learning and use learning in good ways to make a difference to ourselves, others and the world.**Wisdom is one of the great themes of the bible extending to all areas of life. It is more than the acquisition of new skills. Wisdom is insight into the way life works: a proper understanding of the consequences of our thoughts, words and actions and an awareness of the true value of things. It is rooted in proper reverence for God who is the source of all life and all values.*All wisdom comes from God.* Proverbs 2: 6 | * intrigued by mystery
* awe and wonder
* imagination
* curiosity
 | Whole school curriculum – broad and balancedVision Enrichment opportunities Trips and visitsClubs Collective Worship – reflection PrayerLearning behaviours Children’s UniversityPSHEELSASchool CouncilEco CommitteeTeaching our valuesChoice of reading resources to include diversityMAT PassportPerformancesSportsRepresenting the SchoolLearning BehavioursGrowth MindsetBuilding Blocks / Big Ideas / Key ThemesAssessment PolicySummative AssessmentRestorative PracticePicture NewsCreativity across the curriculum |
| **Hope and Aspiration** | Healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them. | **God wants all his children to know that his love and forgiveness are bigger than anything. God gives us hope; he has big plans for all of us. If we fail or go wrong, we can try again. If things hurt or fall apart, it is not the end.**True hope is much more than a general idea that things will get better. The writer of the Psalms says to God: ‘My hope is in you’. This is more than wishful thinking. It is instead rooted in the love and faithfulness of God. Even during difficult times biblical writers trust in God’s ‘unfailing love’ and know that he will be true to his promises.*This hope is like a firm and steady anchor for our souls.* Hebrews 6: 19 | * resilience
* forgiveness
* open mindedness
* reflection
 | Early Help Offer Growth mindset Mental health support Reconciliation/restorative practice High expectationsOutcomesPupil centred curriculumAttendanceCareers workSEND provision (inclusion) – outcomesPP provision – outcomesEqualities ELSAChildren’s UniversityProvision of extra-curricular activities and take upEnrichment – trips, music, residentials, cross MAT visits Jobs and responsibilities that are given to the pupils. Personal Development (Ofsted)Booster Classes Policies link to vision – behaviour policy is aspirationalAspirations for staff – NPQ programmes and training. Transition Links to other provision / settings – enabling pupils to have hope when they move setting. Curriculum – learning about diverse aspirational figuresAdaptive teachingCultural Capital – providing knowledge and interest that the pupils would not otherwise experience. MAT passport Ethos and culture – you can live a different way to the way pupils often experience at hopeYMCA counselling  |
| **Community and Living Well Together** | A core focus on relationships, participation in communities and the qualities of character that enable people to flourish together. | **God made humans to be friends and families who work together and learn to love and care for each other. God is good and being part of his family is good. In his family we support each other with love.**In a Christian community all are needed, included and valued. Each person is important to the whole. The same message is found in Paul’s image of the Christian community as the body of Christ. Each member of the body shares the joys and sufferings of the others and each depends upon every else. Central to this are relationships. Jesus taught to love your neighbour as yourself. Through this we learn who we are and our responsibility for others.*Let us consider how we may spur one another on toward love and good deeds.*Hebrews 10: 24 | * empathy
* generosity
* love
* care for others
* responsibility for our world
 | PSHE curriculumRE curriculum and British ValuesSMSC curriculumCollective worshipPupil involvement in roles in school such as school councilPupil voiceWhole school celebrationsInvolvement in Children’s UniversityParticipation in local community events such as…School fundraising and charity support for…Use of Picture NewsUse of Big IdeasVisits to other places of worshipRegular visits to local churchReading Dogs/Pets as TherapyApproaches to pastoral support such as ELSA, Draw and TalkReward systems to support school values Work with local groups such as care home residentsLiaison and transition work with pre-schools and high schools  |
| **Dignity and Respect** | Respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth. | **God loves each of us. Nobody is outside of his love and care. We are special and important to him. We pay special attention to those who are disadvantaged and rejected by others just like Jesus did.**Christians believe we are each created in the image of God and loved by God. We therefore have infinite worth and dignity. This is further shaped by the person, teaching and example of Jesus who demonstrated the ultimate worth of each person through his teaching, healing, feeding, sharing hospitality, befriending, and forgiving.*God made man in his own image.*Genesis 1: 27 | * self awareness
* inner strength and confidence
* self esteem
* stillness
* care of self
* taking a stand
 | Inclusive practiceAnti bullyingPupil premium strategyQuality first teachingPSHE curriculum RSE curriculumCulture of celebration Vision including valuesCross phase work such as school council, faith councilPupil voiceEnvironmental /ECO schoolsBehaviour PolicySchool rules and rewardsUse of restorative justice, THRIVE, ELSA, use of social stories YMCA counselling support Online safety Children’s University Curriculum ambitious for allEYFS characteristics of effective learning including respect and building relationshipsRepresentation of school community and preparing pupils for life in modern BritainFocus on curriculum eg history to include diverse figures from historyMusic appreciation of range of genres Diverse reading textsCommunity links and speakers which show aspirationMAT work on cultural capitalMAT PassportCollective worshipRE curriculumEquality and SEN/D policiesInclusion and adaptation  |