

Shebbear Community School Curriculum Statement

Every child will have the opportunity to:

- Take part in a trip, input from a visitor or video conference connected with their work, at least once a term.
- Share their learning with wider community at least once a term. This might be through an event like the Egyptian museum, an assembly, a class book shared at parents evening, or contributing to Reflecting Shebbear etc
- Take part in a sports event at least once in the school year.
- Take part in an arts or performance event once a year, where their work is performed or displayed to an audience beyond their peers.
- Support Children in Need, Red Nose Day/Sport relief and one other charity, selected by the children, each year.
- Work on a project, at least once in a school year, with children from other classes and year groups, for example in house groups.
- Take on a position of responsibility during their time with the school e.g. School council, monitor, eco-group, leading a team.
- Learn directly from visiting speakers from a range of backgrounds and experiences.

When planning for learning teachers will include:

- Activities which enthuse and engage the children.
- Meaningful cross curricular links.
- Opportunities to learn outside the classroom.
- Practical, active and real life experiences.

- A chance for the children to influence the direction and path of learning.
- A chance for KS2 children to undertake project work, following their own interests within a subject or topic.

In addition to the skills linked with various fields of study, across the curriculum and through all the activities which take place in school the children will be supported to develop the following learning dispositions:

- Resilience- not giving up
- Resourcefulness- -being able to use a range of learning strategies and knowing what to do when you get stuck
- Reflectiveness- being able to think about yourself as a learner and how you might be able to do this better
- Reciprocity- -being able to learn with and from others, as well as on your own.

Most importantly, when planning the curriculum, consideration will be given to supporting the development of children as well rounded individuals. To this end the development of personal, social and emotional skills will be judged as valuable as academic skills.

