



Our Curriculum at Staining Church of England Primary School

At Staining Church of England Primary School, we have designed a rich, ambitious and experience-driven curriculum that prepares our children for the ever-changing world around them.

Our curriculum has been carefully designed by the staff at Staining to reflect the needs, interests and aspirations of the children in our care. It meets the statutory requirements of the National Curriculum, while giving us the freedom to develop learning in a way that is meaningful and memorable for our children.

At Staining, we believe that children learn best when learning is connected to life.

We want our children to experience things, not simply learn about them. We therefore provide opportunities for children to explore, question, create, perform, investigate, visit, travel, work with others and take part in experiences that they may not otherwise encounter.

Experience is at the heart of our curriculum. We use children's experiences to bring learning to life and use learning to open the door to new experiences. Whether this is gardening, exploring our local environment, visiting places of interest, meeting people from different walks of life, performing on stage, taking part in sport, cooking, creating art, carrying out scientific investigations or developing courageous advocacy, we want children to remember what they have done, felt, discovered and achieved.

The golden thread running through every aspect of our curriculum and school life is our vision;

Learn to Wonder - Grow in Wisdom - Shine Like Stars

Rooted alongside our vision are our school values:

Be Kind · Show Respect · Work Hard · Aim High · Teamwork

Together, our vision and values provide the foundations for everything we do at Staining. They shape the experiences we provide, the relationships we build, the choices we make and the expectations we have for every child.

They are woven through our curriculum, guiding children to explore the world with curiosity, thrive through knowledge and experience, and discover how they can make a difference.

Our vision is our golden thread – connecting every experience, every opportunity and every child's journey through Staining.



Intent

Our curriculum is designed to develop the whole child, preparing every pupil for life beyond Staining. We want children to leave us as happy, confident and curious individuals who understand themselves, understand others and are ready to make a positive difference in the world.

At Staining, we believe that education is about more than remembering facts. Knowledge is essential, but it becomes meaningful when children have opportunities to use it, apply it to real-life situations, develop skills, experience success and failure, take appropriate risks, solve problems, work with others and discover what they are capable of. We therefore place experiences at the heart of our curriculum, using them to spark curiosity, deepen understanding and create memories that children carry with them.

This is reflected in our vision and curriculum drivers of Learn to Wonder - Explore the World, Grow in Wisdom - Thrive in Life and Shine Like Stars - Make a Difference, which provides the foundation for our curriculum and the journey we want every child to experience.

Through Learn to Wonder, children develop curiosity about themselves, other people and the world around them. They are encouraged to ask questions, investigate, explore, challenge ideas and think deeply. We want children to discover the reader, writer, mathematician, scientist, historian, geographer, artist, musician, designer, engineer, athlete, gardener, cook and many other possibilities within themselves. By providing rich and varied experiences, we encourage children to look beyond the classroom and develop a genuine desire to understand and explore the world.

As children encounter new experiences and develop their curiosity, they Grow in Wisdom. They build a secure body of knowledge and learn how to use it purposefully. Our curriculum builds progressively on what children already know, helping them to make connections between subjects, experiences and their own lives. Children are given opportunities to apply their learning in meaningful contexts and to understand how knowledge and skills can be used beyond school. We want them to recognise that learning is not confined to a classroom or a lesson; every experience, interaction, challenge and opportunity can teach us something.

Through these experiences, children are encouraged to Shine Like Stars. We want every child to recognise that they have something valuable to offer and to have the confidence to discover and develop their individual strengths and talents. Children are encouraged to aim high, try new things, persevere when things are difficult and understand that mistakes and failure are important parts of learning. We celebrate success in all its forms because we know that every child is unique and that children shine in different ways.

Our curriculum therefore seeks to give children the knowledge, skills, experiences and confidence to make a difference. Through opportunities to contribute to school life, support others, engage with



their community and understand the wider world, children learn that their choices and actions matter.

Ultimately, we want every child to leave Staining with knowledge in their heads, experiences in their memories, confidence in themselves and a belief that they can make a difference.

Implementation

Our curriculum is carefully planned to ensure that children develop progressive knowledge, skills and understanding from EYFS through Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Subject leaders have mapped the progression within their subjects so that learning builds over time, while teachers use this framework to respond to the children in front of them and adapt teaching according to their needs.

However, our curriculum is much more than a sequence of lessons, topics or knowledge to remember. We are an experience-driven school, and we believe that children learn best when they are actively involved in their learning and can connect it to the world around them. Experiences are therefore deliberately woven throughout our curriculum to introduce new learning, deepen understanding, develop skills and give children opportunities to apply what they know.

A lesson about plants might become an opportunity to grow, nurture and harvest something in our school garden. History might come alive through a visitor, artefact, workshop or visit to a significant place. Science is explored through investigation, practical experiences and our outdoor environment. Art is given purpose through creating work for a real audience, while English is brought to life when children write for a genuine reason or communicate with a real purpose. Geography is experienced through exploring our local area and the wider world, and PSHE develops through relationships, real-life experiences and opportunities to contribute to our community.

In this way, learning becomes something children experience rather than something that simply happens to them. We want children to remember not only what they have learned, but what they have done, discovered, created, overcome and achieved.

Our approach is rooted in our vision. Children are encouraged to Learn to Wonder through classrooms where curiosity, questioning and exploration are part of everyday learning. Teachers challenge children to think, explain, investigate and make connections, encouraging them to ask "I wonder..." and then giving them the knowledge, skills and confidence to explore possible answers. Teachers respond to children's ideas and understanding, adapting learning and providing further challenge where appropriate.

As children experience, explore and question, they Grow in Wisdom. Knowledge is carefully sequenced, revisited and built upon so that children remember more and can use what they have learned in new and meaningful situations. Teachers make purposeful connections between previous and new learning, while subject leaders ensure that the progression and integrity of each individual



subject is maintained. Our thematic approach allows children to make meaningful connections across subjects without losing sight of the knowledge and skills that are important within each discipline.

We want children to understand why their learning matters and how it connects to their lives and the world beyond school.

Our experiences then provide opportunities for children to Shine Like Stars. We deliberately expose children to a broad range of opportunities because we do not yet know what each child might be capable of. We want our children to Dream Big, to try things they have never tried before and to discover talents and interests they may not have known they possessed.

Children are encouraged to take appropriate risks, make mistakes, persevere and experience both success and failure. We actively develop positive learning behaviours and a growth mindset, helping children understand that being successful is not always about getting something right first time. It is about having the courage to try, the resilience to keep going and the confidence to learn from the experience.

Through sport, music, art, performance, outdoor learning, gardening, cooking, practical learning, enterprise, courageous advocacy, trips, visitors and community experiences, children are given opportunities to discover their strengths, develop new skills and find their passions.

Planning for our curriculum

Our planning begins with the knowledge and skills we want children to develop, but we then consider how we can make that learning meaningful, memorable and connected to real life.

Teachers plan carefully sequenced units of learning and consider the needs, starting points and interests of the children in their class. They continually assess understanding and adapt learning in response to what children know, understand and can do.

When planning, we consider:

- What do we want children to know?
- What do we want children to be able to do?
- What experiences will help bring this learning to life?
- How will children have the opportunity to apply their learning?
 - What do we want children to remember?
- How can we connect this learning to their lives and the wider world?
- How can we provide opportunities for children to Dream Big?



- How does this learning help children to Learn to Wonder, Grow in Wisdom and Shine Like Stars?

Our school environment is an important part of this implementation. Our school grounds, garden, local community and church, alongside visitors, trips, outdoor learning and wider community links, provide opportunities for children to learn beyond the classroom.

We actively seek experiences that broaden children's horizons and open their eyes to possibilities. We want children to encounter people, places, ideas and opportunities that challenge their thinking and help them to see what might be possible for their own futures.

Our values of Be Kind, Show Respect, Work Hard, Aim High and Teamwork are embedded throughout this experience. They are not simply words displayed around school; they are explicitly taught, modelled and reinforced through lessons, relationships, experiences and interactions.

Children learn that success is not simply about achieving an outcome. It is also about how they treat others, how they respond when something is difficult, how they work together, how they challenge themselves and how they contribute to the lives of others.

Ultimately, our implementation ensures that children experience a curriculum that is ambitious, progressive, meaningful and memorable – one that develops both what they know and who they are.

We want children to leave Staining with knowledge in their heads, experiences in their memories, confidence in their abilities and the ambition to Dream Big.

Impact

We want our children to achieve highly and make strong progress from their individual starting points. We have high expectations for every child and believe that every pupil is entitled to an ambitious, broad and rich curriculum, including children with SEND and those who may face disadvantage.

However, we believe that the impact of a curriculum cannot be measured through data alone. Academic achievement is important, but so too are the experiences, confidence, character, knowledge, skills and aspirations that children develop along the way.

We want to know that our curriculum has made a difference to the children sitting in front of us – that they have become more curious, more knowledgeable, more confident and more willing to take on new challenges.

As children progress through Staining, we want to see them increasingly Learn to Wonder. We want them to be curious about the world, to ask questions, seek answers and think independently. We want them to have the confidence to explore new ideas, challenge their own thinking and approach



the unfamiliar with enthusiasm. Through the experiences we provide, we want children to develop a genuine love of learning and an understanding that there is always more to discover.

As they experience, explore and learn, we want children to Grow in Wisdom. They should develop a secure and increasingly sophisticated body of knowledge and be able to use it purposefully. They should make connections between what they have learned, apply their knowledge and skills to new situations and understand how their learning relates to themselves, their community and the wider world. We want children to develop the understanding and wisdom to make positive, informed and responsible choices.

Most importantly, we want children to Shine Like Stars. We want every child to recognise their own worth and understand that they have something valuable to offer. Through the breadth of experiences available to them, children should have opportunities to discover strengths and talents, develop new interests, take on challenges and Dream Big about what they might achieve in the future.

We want our children to understand that success does not always mean getting things right. They should have experienced both success and failure, learned to persevere when things are difficult and developed the resilience and confidence to try again. We want them to be proud of their achievements, celebrate the achievements of others and recognise that everyone has different strengths and ways in which they can shine.

Our ultimate measure of impact is therefore the child themselves.

When children leave Staining, we want them to have knowledge in their heads, confidence in themselves, experiences in their memories and ambition for their future. We want them to have experienced things that they may never have experienced elsewhere, to have discovered possibilities they had not considered and to have developed the belief that they can achieve more than they first thought possible.

We want them to look back on their time at Staining and remember the places they visited, the people they met, the things they created, the performances they gave, the problems they solved, the challenges they overcame, the times they laughed, the times they got things wrong, the moments they were proud of and the difference they made to others.

Ultimately, we want our children to leave us ready for their next adventure – curious about the world, secure in what they know, confident in who they are and ambitious about what they can become.

Because at Staining, we believe that education should be experienced, not simply taught.