



WHISTON WILLIS PRIMARY ACADEMY

At Whiston Willis Primary Academy we believe that our curriculum should offer children not only the National Curriculum, but equip the children with the skills they need to develop as aspirational life-long learners who are committed to their own personal and academic development.

We strive for our children to achieve academic excellence and to be socially and morally intelligent, leading them to become highly valued citizens of Whiston, Knowlsey and beyond.

Our curriculum is ambitious, engaging and inspiring and based on the understanding that every learner will succeed and be successful. It is built on high expectations, it is broad, balanced and well – sequenced – embedding the fundamental basic skills before building on knowledge and skills year on year, allowing the children to know more and remember more – promoting learning for life. It aims to develop the whole child – both academically and socially and morally and is relevant to our children and context, equipping them with the cultural capital they need to be a success in their further education and beyond.



Communication and Language – our curriculum is designed to develop the pupils as effective communicators.

Improving pupil's ability to communicate clearly, to articulate their thoughts and ideas eloquently and to have the confidence to speak in a wide range of contexts, as well as understanding and responding appropriately to others; ultimately preparing them for life beyond school.

Cultural Diversity - our curriculum promotes cultural diversity, inclusion and opportunities for our pupils to embrace those different from themselves. This helps our pupils to adapt to an evolving world and an ever-changing society, equipping them with the confidence and acceptance to thrive in any social circle.

Behaviour and Attitudes - we have high expectations of behaviour and personal achievement for all our pupils. This is established by providing a caring and stimulating environment. Pupils are encouraged to be independent, develop self-control and show respect for others. The use of rewards and consequences is an integral part of successful pupil management and is both consistent and fair.

Social Intelligence

(Is the capacity to know oneself and to know others).

Personal, Social and Emotional development - our curriculum experiences give pupils the opportunities to explore their attitudes, values and beliefs and to develop skills, language and strategies they need to live healthy, safe, responsible balanced lives. We aim to provide the relevant and accurate knowledge and personal development to form positive relationships with themselves and

Fundamental British Values – we see British Values as underpinning what it is to be a citizen in a modern and diverse Britain. They allow us to create environments free from discrimination, intolerance and hate and allow the children the voice to challenge stereotypes and prejudice, whilst strengthening the relationships within the community.

UNICEF – Rights Respecting Schools
Unicef works with schools in the UK to create safe and inspiring places to learn, where children are respected, and their talents nurtured and they are able to thrive. Our Rights Respecting Schools award embeds these values in daily school life and gives the children the best chance to lead happy, healthy lives and to be responsible, active citizens.

Academic Excellence

How do we pave the way for our pupils?

Curriculum Design <ul style="list-style-type: none"> - Ambitious curriculum for all - Knowledge, skills and vocabulary coherently mapped - Planned to engage, inspire and enthuse - Knowledge –led - Decisions give staff the tools and expertise - Decisions made aids long-term retention 	Self Confidence and Belief <ul style="list-style-type: none"> - High expectations for all - PSHE curriculum - Building Learning Powers - Marking and Feedback - R.E curriculum - Rights Respecting Schools – pupil leadership - Assemblies - Theme Days/Experiences 	High Expectations, Aspirations and Personal Drive <ul style="list-style-type: none"> - Ambitious curriculum - High expectations for all - PSHE curriculum - Building Learning Powers - Children’s University - Curriculum Design - Aspirations Programme – Careers Carousel - Rights Respecting Schools – pupil leadership - Assemblies - Theme Days/Experiences
Teaching and Learning <ul style="list-style-type: none"> - Personal development - Marking and Feedback - Mastery Approach - Long Term Retention - High expectations for all 	Mental and Physical Wellbeing <ul style="list-style-type: none"> - PSHE curriculum - P.E curriculum - Right Respecting School work - Wellbeing Award - Assemblies - Theme Days/Experiences 	Parental and Community Partnership <ul style="list-style-type: none"> - Attendance - Parent consultations/ reporting - Home reading/learning links - Family Learning - Parent training opportunities - Pastoral/SEND links - Assemblies/plays - Twitter - Curriculum sharing - Social events - Community links - Aspirations Programme

Social Intelligence

How do we pave the way for our pupils?

Communication and Language <ul style="list-style-type: none"> - Voice 21 - Wellcom - Curriculum design - Rights Respecting Schools - Pupil Leadership 	Behaviour and Attitudes <ul style="list-style-type: none"> - Behaviour Policy - Rights Respecting Schools work - PSHE curriculum - Assemblies - Theme Days/Experiences 	Cultural Diversity <ul style="list-style-type: none"> - Curriculum design/ decisions - International Schools work - Rights Respecting Schools work - R.E Curriculum - PSHE curriculum - Assemblies - Theme Days/Experiences
UNICEF – Rights Respecting Schools <ul style="list-style-type: none"> - Rights Respecting Schools work - Class Charter - Behaviour Policy - PSHE curriculum - Theme Days/Experiences 	Personal, Social and Emotional development <ul style="list-style-type: none"> - Curriculum design - Personal and safeguarding curriculum - PSHE curriculum - R.E curriculum - P.E curriculum - Wellbeing Award - Rights Respecting Schools – pupil leadership - Assemblies - Theme Days/Experiences/enhancements - Money management programme 	Fundamental British Values <ul style="list-style-type: none"> - Curriculum design/decisions - Rights Respecting Schools - PSHE curriculum - International schools work - R.E curriculum - Pupil Leadership - Assemblies - Theme Days/Experiences

Curriculum Intentions

- In Early Years we will ensure children are ready for the next step in their learning journey and have a broad range of knowledge and skills to provide the right foundation for good future progress through school and beyond
- All children will be fluent and effective readers; enabling them to access the wider curriculum, develop a rich vocabulary and enjoy reading for pleasure
- Our children will be fluent in number and have an ability to manipulate number to support problem solving and reasoning for both learning and real life
- Provide experiences the children may lack, in addition to diverse and rich opportunities from which children can learn and develop transferable skills both academically and socially
- Ensure children can communicate effectively and articulate themselves in a variety of contexts across the curriculum and real life
- Have access to a vocabulary rich curriculum supporting access to English language
- Have access to a broad and balanced curriculum which motivates and enables them to build a secure knowledge and understanding of all National Curriculum subjects equipping them for future learning and life
- Offer learners the knowledge and understanding of how to stay healthy, both physically and mentally, supporting long term well-being
- Providing high quality learning opportunities offering support and challenge when needed
- Ensuring children have the knowledge and understanding of how to stay safe in their community and beyond
- Develop considerate and respectful learners with a strong moral purpose