

Overarching curriculum statement

At Steeple Morden Primary School, our Curriculum is grounded in our school ethos and values along with four underlying drivers which we believe are particularly relevant to our school and our community.

Our ethos and values

We want our children to grow up as happy, confident, healthy and respectful individuals. Our curriculum supports this through providing opportunities for children to take responsibility for their learning and to support others. We teach children how to keep themselves safe in a changing world and to develop strategies to maintain good mental health. We encourage children to use their voice to bring about change and to develop a greater awareness of the challenges others face in life and how they, as individuals, can support causes and make a difference in our school community, local community and further afield.

Whilst keeping safe, we support our children to take risks in their learning, and take pride in doing their very best. We encourage children to “be brave, be kind and be the best you can be”. Our curriculum enables children to set their own challenges and measure their own progress. We teach children to recognise the value of making and learning from mistakes and to build resilience in learning. While recognising and celebrating both effort and outcomes we encourage children to find their own intrinsic motivation for trying hard and achieving well.

We aspire for our children to be inquisitive and caring about their community and the wider environment. In Reception the curriculum is built around the questions “What, How and Why”, modelling how an inquisitive mind and learning are intrinsically linked. Children are curious about their environment and our curriculum enables them to compare and contrast their lives and experiences to others. Throughout the school, children are encouraged to pose their own questions and find ways to answer them.

We encourage our children to take every opportunity provided to enrich their education and make the most of their time with us, and each other. We pride ourselves on knowing the children in our school as individuals. We take the time to find out their interests and hobbies and seek to provide opportunities that will engage them in learning in its widest sense. Our school grounds and local environment, educational visits and visitors to school contribute to a curriculum relevant to the children’s experience. Our curriculum is structured to provide continuity and progression throughout year groups, key stages and the whole school. We organise the curriculum through a mixture of topic work and discrete subjects. We aim to provide a variety of extra-curricular opportunities and experiences to enrich their learning.

Our drivers

Spirituality. As a church school, we want children to develop an understanding of Christian values and how they are relevant in today’s world. As well as providing opportunities for daily collective worship and reflection, we encourage children to consider how their personal thoughts and experiences connect them to others and to the world as a whole. Our R.E. curriculum asks children to ponder “big questions” and how they are relevant to people of all faiths or none, and ultimately to gain a greater understanding of themselves.

The environment. We want our children to understand how their actions and behaviours can influence the world around them. We teach them about the key environmental issues in the world today and encourage them to question and debate in order to gain a deeper understanding.

Initiative. Our curriculum provides opportunities for every child to take increasing responsibility for their learning, their behaviour, their attitudes and their safety. We teach the children how to tackle and solve problems and to identify when to seek help from others. We encourage children to suggest ways to improve their school environment and experience and we value their contributions.

The Arts. We believe that all children should have first-hand experience of the arts, both through participation and observation. We hope that children will maximise the opportunity to develop their own creativity and utilise these methods of expressing their thoughts, feelings and wishes.

Skills and knowledge are developed throughout the school to enable children to build on previous learning as shown in our curriculum progression documents.

Phonics is taught through the Essential Letters and Sounds (ELS) programme with whole class teaching in the youngest year groups, progressing to small group or individual interventions for those children who continue to need support in the later years.

Reading is taught and developed through a variety of different resources and reading scheme books. Following the purchase of the ELS phonics scheme in 2022, additional reading resources were purchased to provide children access to book at their phonemic level.

Maths is taught in line with the mastery programme, using predominantly White Rose Primary Maths resources. As appropriate, other materials may be used to enhance, support and extend children's learning.