



Curriculum Design

To prepare our pupils so they can **grow spiritually** and **flourish** within a **community** that encourages autonomy in their personal journey and celebrates their **uniqueness**. We live in a diverse, ever changing world and want to equip our pupils to be **creative**, confident, forward-thinking learners, who have the capacity to respect themselves and others.

Through our curriculum, we want our children to experience:

<p>Spiritual Growth</p> <p>To develop the awareness of the surrounding world shown through wonder, a sense of compassion and love towards this world and everything in it.</p>	<p>Community</p> <p>A sense of Community – As a Christian school we believe in creating an atmosphere of openness and security by welcoming children into our extended family. We aim to foster the sense that people are worth spending time with, that they need time to grow and need loving attention.</p>	<p>Flourish</p> <p>The ability to Flourish – to facilitate pupils to grow and thrive by nurturing love, empathy and a sense of trust within them. To encourage a curiosity for life and learning of how to be resilient, taking risks so they can develop their own capacities to the fullest with the awareness of and skills for connecting to others.</p>	<p>Unique</p> <p>Be Unique – we understand and celebrate the fact that every child is unique and has their own personal, memorable opportunities that give enjoyment and fulfilment.</p> <p>We live in a diverse world and we want our children to be equipped to constantly learn and channel resilience, becoming confident and self-assured learners, accepting of each other and respecting our differences.</p>	<p>Creativity</p> <p>We live in a rapid, ever changing world and want our children to be innovative and forward-thinking learners. We recognise that the creative process involves a number of components, most commonly: autonomy, imagination, originality, productivity, problem solving and the ability to produce an outcome of value and worth.</p> <p>We understand that these are important skills and prioritise our teaching for creativity to meet our children's future needs.</p>

The Fruit of the Spirit flows through our curriculum

(Galatians 5:22:23)

Our educational experience reflects the relationship the school has with the church and the local community. It is informed by current research and approaches, making full use of opportunities for real life learning through our Cultural Capital, spirituality and enrichment opportunities.



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Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develop.

<p>Teaching is based on a clear understanding of cognition and learning with strong subject knowledge and pedagogy.</p>	<p>Teachers plan an inclusive curriculum in a variety of ways to enable children to learn independently, as part of a group and through whole class opportunities.</p> <p>Teaching follows the APAT model of teaching with a flexible mind set.</p>	<p>The learning environment inside and out, will aim to motivate, inspire and support all children to achieve. We are a dyslexia and ASD friendly school and use a range of strategies to support all pupils. Prayer areas and daily meditation provide pupils the opportunities to make spiritual connections.</p>	<p>Teachers monitor progress and provide effective feedback, alongside the opportunity for children to respond and improve.</p> <p>We encourage our teachers and pupils to constantly reflect on their practice and learning using effective feedback models to scaffold and move pupils forward.</p>	<p>Teachers value communication and positive relationships with parents and the wider community, including churches and secondary schools, to build strong partnerships for learning.</p> <p>Our curriculum needs are fluid to reflect the ever changing community.</p>
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Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. The achievement is represented by three key areas:

<p>LOVE GOD (Spiritual Growth)</p> <p>Children become aware of the world in a new way and learn about life in all fullness. They understand that they are going to be a lot happier if they are ambitious in achieving the Fruit of the Spirit. Children are given the tools they need to keep on learning throughout the many experiences that will come to them. We build the child on 'all levels'; body, mind and soul.</p>	<p>LOVE EACH OTHER (Personal Success & Development)</p> <p>Children demonstrate the vision of Old Bexley CE through their learning and behaviour in and around the school.</p> <p>Children learn to make the right choices for their wellbeing and that of others, to ensure that all children are safe, happy and learning. Every day is a fresh start where children can flourish to achieve recognition through many positive rewards.</p>	<p>LOVE LEARNING (School Outcomes)</p> <p>Children make progress and attain in line with or better than national expectations regardless of their needs. They are given scaffolds to support and enrichment activities to demonstrate their acquisition of greater depth and demonstrate that knowledge and skills are embedded throughout the curriculum.</p>
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We are part of the Amadeus Primary Academies trust. We aim for “Limitless Learning Together”, working collaboratively to build excellence, aspiration, and improvement for all of our children – with values driven by Love

<p>AMBITION</p> <p>Ensuring that our pupils regardless of starting points are fully supported to achieve their full potential, through a bespoke, localised curriculum, built around the key skills and knowledge they need in life. Working hand in hand with our families to ensure that we support this together collaboratively, whilst ensuring that this reflected by our ambition to develop our staff team, retaining our staff and recognising their talents too. Quality assuring this in partnership with local governors and trustees to ensure the highest standards in everything we do.</p>	<p>PERSISTENCE</p> <p>Holding high expectations, backed by loving support for our pupils, supporting them to become self-challenging, resilient and independent so they can flourish. Working more closely where children and families need more support to remove barriers to success. Holding ourselves to the highest standards, setting an example, modelled through the whole team's behaviour, values and relationships and upheld by governors, to ensure the wellbeing of the whole community.</p>	<p>ADAPTABILITY</p> <p>Ensuring all of our schools have a bespoke curriculum, designed and adapted to meet the needs of all of our pupils, underpinned by our values and in tandem with our families and the wider community, to celebrate our differences. Working collaboratively across the Trust in order to develop one another, share good practice, improving our pupils' life chances and to develop future leaders, supported by Leaders and Governors at a Local level committed to every child.</p>	<p>THOUGHTFULNESS</p> <p>Developing the whole child, built on an understanding of both individual and the community, ensuring our pupil and staff wellbeing is central to all we do. Ensuring systems have flexibility built in, in order to enable adaption at Academy and Trust level, enabling us to meet the needs of our communities. Constantly reflecting on our practice, drawing from the latest research and listening to all stakeholders in order to adapt, assessing all levels of our approach reflectively to ensure every part of our family is the best that they can be.</p>
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