

# BENTLEY ST PAUL'S C OF E PRIMARY SCHOOL

## CURRICULUM DEVELOPMENT AND STRUCTURE DOCUMENT



***‘Growing together in faith, love and trust, we will succeed.’***

*And we know that God causes everything to work together for the good of those who love God and are called according to his purpose for them. Romans 8 v28*

*At Bentley St Paul's, we encourage and support children in achieving their full intellectual, spiritual, physical, social and emotional potential. In a welcoming and caring community founded upon Christian values, we strive to develop happy, confident and independent children, inspiring them to be life-long learners.*

*Date: September 2025*

*Review date: September 2026*

# Bentley St Paul's C of E Primary School

## Curriculum Development and Structure

### ***Our School Vision***

*"Growing together in faith, love and trust, we will succeed."*

### ***Our Aim***

*At Bentley St Paul's, we encourage and support children in achieving their full intellectual, spiritual, physical, social and emotional potential. In a welcoming and caring community founded upon Christian values, we strive to develop happy, confident and independent children, inspiring them to be life-long learners.*

### **Our Rationale**

Our new and unique Curriculum has been designed to both challenge and empower our learners whilst preparing them for their future. Our ultimate goal is for pupils to leave Bentley St Paul's with a passion for learning and life. Our curriculum is driven by four key characteristics to enable our pupils to reach this goal. Our drivers are not based on academic ability, instead, we aim to nurture and shape the way our children learn. The tools we use, enable us to present the children with an engaging curriculum which feeds their thirst for knowledge; develops their growing skills; provides them with a wealth of experiences whilst encouraging their creativity and supporting them in finding inspirations from the world around them.





We live in the 21st century, technology is an integral part of everyday life, our children will be encouraged to see how this technology can enhance their learning rather than simply facilitate and dominate it. We understand that children learn in different ways and our curriculum supports the diverse needs of our learners. Through varied approaches, the needs of all children will be met, supporting their academic success in whichever way is required.





### **The Three 'I's: intent, implementation and impact**

- ▶ **Intent: What we want the children to learn**– the extent to which schools demonstrate a rich and varied curriculum, one which is not simply focused on teaching to the tests or achieving good exam results.
- ▶ **Implementation: How we teach** – that teachers present all aspects of this broad and balanced curriculum (not just English and maths) and are visibly encouraging discussion and the whole-hearted engagement of pupils, without an over-concentration on outcomes and with a far greater emphasis on processes.
- ▶ **Impact** – that learners develop detailed knowledge and skills across the whole curriculum. It follows that there will be a greater emphasis on the behaviour and attitudes of pupils and a much less single-lens approach to data.

How it all links together:







Our Goal	<p style="text-align: center;"><b>Passion for Learning...</b></p> <p style="text-align: center;">At Bentley St Pauls, we want our all our children to have a passion for learning where they gain life – long learning skills; a sense of adventure; the ability to enquire and make emotional connections.</p>				
Our Christian Values	<p style="text-align: center;">Our Christian Values – Friendship, Forgiveness, Trust, Peace, Wisdom, Responsibility, Respect and Reverence underpin all that we do and are the foundations of our drivers.</p>				
Our Drivers	Children at Bentley are...				
	<p style="text-align: center;"><b>Aspirational Learners</b></p> <p>In an ever-changing world, we want the children at Bentley to know the possibilities that lay ahead of them. We want them to <b>take risks, preserve</b> and develop <b>resilience</b> when faced with challenges. We want them to take <b>pride</b> in all they do; be <b>ambitious</b> and have a sense of <b>adventure</b>.</p> <div style="text-align: center;"></div>	<p style="text-align: center;"><b>Global Citizens</b></p> <p>By starting with a clear sense of self, we are developing a deeper understanding within the children of <b>community</b> and their special place within it. We want the children to understand who they are in relation to their own <b>heritage</b>, their <b>locality</b> and the <b>wider world</b>. Through <b>collaboration</b> and <b>team work</b> we aim to ensure they see themselves as global citizens and understand the potential impact they can have.</p> <div style="text-align: center;"></div>	<p style="text-align: center;"><b>Respectful Communicators</b></p> <p>Clear and respectful <b>communication</b> is the key to everything. We are developing the children’s confidence to communicate their thoughts, needs and desires with those around them. The art of <b>listening</b> and knowledge and appropriate ways to respond will enable our children to not only work well in collaboration with others but also to ensure they gain the <b>social confidence, tolerance, respect</b> and understanding of those around them.</p> <div style="text-align: center;"></div>	<p style="text-align: center;"><b>Resilient Individuals</b></p> <p>Life is rarely, simple and straightforward, there are often obstacles and challenges. At Bentley we develop <b>resilience</b> within our children, through the use of <b>questioning</b> and the building of <b>independence</b>.</p> <p>We encourage them to <b>solve problems</b> and take <b>responsibility</b> for their thoughts, actions and learning. We promote a <b>healthy lifestyle</b> by presenting them with both the skills and knowledge to make informed choices. They learn to <b>organise</b> themselves and their thoughts and use this in their daily live.</p> <div style="text-align: center;"></div>	
Our Tools	<b>Mastering Key Skills</b>	<b>Gaining Knowledge</b>	<b>Engaging in Experiences</b>	<b>Summoning Creativity</b>	<b>Learning from Inspirations</b>

Reading					
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Reading					
What we want the children to learn in Reading					
<p>At Bentley St Paul’s C of E Primary School, the intent of our reading curriculum is to instill a lifelong love of reading in all children, recognising its critical importance in enhancing comprehension, vocabulary, and overall academic success. We aim to achieve the following:</p> <p><b>Cultural Enrichment:</b> Through a diverse selection of texts, we seek to promote understanding and appreciation of different cultures, perspectives, and experiences, reflecting the values of our Church of England foundation. This enriches our pupils' worldviews and nurtures empathy and respect for others.</p> <p><b>Personal Development:</b> Our reading programme is designed to foster independence, confidence, and critical thinking skills. By providing opportunities for children to engage with a variety of genres and formats, we empower them to make choices about their reading, thereby enhancing their motivation and engagement.</p> <p><b>Solid Foundations in Literacy:</b> We intend for every child to develop robust phonics skills, vocabulary breadth, and comprehension strategies, ensuring they can access a full curriculum. This is aligned with national expectations and underpins their educational journey.</p> <p><b>Community Engagement:</b> We aspire to involve parents and the broader community in supporting reading for pleasure, thereby creating a culture of literacy that extends beyond the classroom and into the home, reflecting the community ethos of our Church of England values.</p>					
Reading					
How the children learn in Reading					
Reading Impact					
<p>The impact of our reading curriculum is evident through numerous indicators, demonstrating the effectiveness of our intentions and implementation strategies:</p> <ul style="list-style-type: none"> <li>• <b>Improved reading outcomes:</b> We consistently achieve above-average outcomes in national assessments for reading, with a significant percentage of pupils meeting or exceeding expected standards by the end of Key Stage 1.</li> <li>• <b>Enhanced Comprehension Skills:</b> Pupils demonstrate excellent comprehension skills when discussing texts, with many exhibiting the ability to analyse and evaluate ideas critically. Their ability to articulate thoughts about reading reveals deep engagement and understanding.</li> <li>• <b>Positive reading culture:</b> Observations show that classrooms are vibrant environments where reading is valued, and children enthusiastically participate in discussions surrounding texts. The school library is frequently utilised, with high levels of book borrowing.</li> </ul>					

- **Equitable access and support:** Monitoring data highlights that all groups of pupils, including those with special educational needs and disadvantaged backgrounds, are making progress in reading, demonstrating our commitment to inclusivity and equity.
- **Community involvement:** Parents and guardians actively engage in reading initiatives, reinforcing the importance of reading at home and contributing to a supportive reading environment.

Our commitment to an inclusive reading curriculum reflects our dedication to nurturing and celebrating the potential of every child, in alignment with the values of our School. This holistic approach ensures comprehensive development in literacy skills, emotional intelligence, and cultural awareness, preparing pupils for successful futures.

<b>Writing</b>					
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<b>Writing</b> <b>What we want the children to learn...</b>					
<p>At Bentley St Paul’s C of E Primary School, we intend to foster a love for writing that engages and inspires all children to become confident and competent communicators. Our writing curriculum is designed to ensure that all pupils develop the essential skills needed to express their thoughts and ideas creatively and effectively.</p> <p>We aspire to:</p> <ul style="list-style-type: none"> <li>Cultivate a passion for literature and writing from an early age, allowing pupils to explore a diverse range of genres and styles.</li> <li>Embed the school's Christian values into writing tasks, encouraging pupils to reflect on their thoughts and beliefs, and to articulate these within their written work.</li> <li>Promote the development of critical thinking skills that enable pupils to analyse, evaluate, and enhance their writing.</li> <li>Ensure that every child, regardless of their starting point, has access to high-quality writing experiences, thereby enabling them to achieve their full potential.</li> </ul>					
<b>Writing</b> <b>How the children learn</b>					
<p>Our approach to writing is grounded in a structured yet flexible framework that encourages creativity while also focusing on the technical aspects of writing.</p> <p><b>Curriculum Design:</b> Our writing curriculum is carefully designed to cover the National Curriculum objectives. Writing is integrated across all subjects, ensuring that pupils apply their skills in various contexts. We utilise a progressive spiral curriculum that revisits key writing skills, allowing for consolidation and mastery over time. We provide clear objectives and success criteria for each writing unit, tailored to meet the diverse needs of pupils.</p> <p><b>High-Quality Texts:</b> We select a range of high-quality texts across genres that reflect diverse voices and experiences. These texts serve as models for pupils and stimulate their imagination.</p> <p><b>Writing Across the Curriculum:</b> Writing is integrated throughout all subject areas, ensuring that pupils have numerous opportunities to write for different purposes and audiences, reinforcing the relevance of writing skills.</p> <p><b>Teaching Strategies:</b> Lesson planning includes explicit instruction in the writing process, from brainstorming to drafting, editing, and publishing. We employ a variety of teaching methods, including shared writing, guided writing, and independent writing tasks, to cater to different learning styles. Interactive and engaging activities, such as peer collaboration, and drama to support narrative, are regularly incorporated into lessons.</p>					

**Collaborative Learning:** We promote collaborative writing exercises, where pupils share ideas and feedback, thereby enhancing their communicative skills and fostering a sense of community.

**Assessment and Feedback:** Formative assessment is a regular feature in our writing curriculum, allowing teachers to monitor progress and adjust instruction accordingly. Feedback is constructive and specific, focusing not only on what pupils did well but also on how they can improve. We celebrate achievements through writing displays and class books, fostering a sense of community and pride in pupils' work.

**Professional Development:** Ongoing professional development for staff ensures that they remain updated with best practices in teaching writing, including the latest research in literacy education.

#### **Writing Impact**

The impact of our writing programme is evident in the high levels of engagement and attainment observed among our pupils:

**High Standards of Writing:** Data indicates that the vast majority of pupils meet age-related expectations in writing by the end of Key Stage 2, with a significant number exceeding these expectations. This is evidenced by internal assessments and external assessments.





**Engagement and Enjoyment:** Pupil feedback indicates a heightened enjoyment and enthusiasm for writing. Surveys show an increase in the number of pupils who feel confident when writing and willing to share their work.

**Diverse Voices and Perspectives:** Our inclusive writing programme has empowered pupils to voice their unique perspectives, leading to greater respect and understanding of diversity within the classroom. Pupils have expressed their own cultural narratives through their writing, promoting a sense of belonging.

**Transfer of Skills:** The writing skills acquired are evident across the curriculum, with pupils applying their writing abilities in other subjects. This transference of skills reinforces the importance of writing as a foundational skill.

**Long-term Aspirations:** Our commitment to nurturing young writers has cultivated a generation of children who view writing as a key life skill, opening pathways for future educational and career opportunities.

Through our dedicated approach to writing, firmly rooted in our Church of England identity, we continue to build a thriving community of confident, skilled, and empathetic young writers prepared to contribute positively to society.

Mathematics					
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Mathematics Intent					
<p>At Bentley St Paul’s, our intent in teaching mathematics is to foster a lifelong passion for learning while equipping our pupils with essential mathematical skills and knowledge. We aim to develop confident, competent mathematicians who can apply their understanding in real-world contexts. Our curriculum is designed to promote:</p> <p><b>Deep Understanding:</b> We ensure that mathematical concepts are taught through an in-depth understanding, enabling pupils to grasp core ideas, make connections across different mathematical topics, and apply their knowledge creatively.</p> <p><b>Fluency and Accuracy:</b> We aim for all pupils to develop fluency in mathematical procedures and processes. This includes number fact recall and mental arithmetic, ensuring that they can tackle complex problems efficiently and accurately.</p> <p><b>Problem-Solving Skills:</b> Our curriculum nurtures problem-solving abilities and mathematical reasoning, encouraging pupils to approach challenges with resilience and a logical mindset.</p> <p><b>Growth Mindset:</b> We cultivate a culture of aspiration and perseverance, where mistakes are viewed as valuable learning opportunities. This aligns with our Christian ethos, promoting a supportive environment for nurturing positive attitudes towards learning.</p> <p><b>Inclusivity:</b> We are committed to ensuring that all pupils, regardless of their background or ability, have equal access to high-quality mathematics education, fostering a sense of belonging and purpose.</p> <p>Maths is a skill we use on a daily basis and is an essential part of everyday life. Therefore, mathematics forms an important part of our broad and balanced curriculum where we endeavour to ensure that children develop an enjoyment and enthusiasm for maths that will stay with them throughout their lives and empower them in future life. We believe that unlocking mathematical fluency is an essential life skill for all learners and is a pre-requisite to being able to reason and solve problems mathematically. Our aim is to develop a positive culture of deep understanding, confidence and competence in maths that produces strong, secure learning. As a school, we recognise that the key to unlocking the potential in our children is through the development of basic mathematical skills and the understanding of mathematical concepts. We therefore place great emphasis on the use of concrete resources and pictorial representations at all ages, to enable children to fully understand the concepts and principals, when presented with abstract calculations and questions. Our maths curriculum is progressive from EYFS to Year 6; at KS2 it is designed to develop competencies to equip pupils for KS3 where they will build on KS2, make connections and solve increasingly sophisticated problems.</p>					
Mathematics How we teach					

Our Maths curriculum provides breadth and balance, is relevant and engaging and is adaptive and personalised to match the needs and abilities of all our children to ensure that all pupils are able to excel. As a school, we believe in the importance of following the concrete-pictorial-approach as a means to developing a solid understanding of mathematical concepts which can be applied in a variety of contexts through reasoning and problem solving challenges. Children receive a minimum of 5 hours maths tuition each week with one session focusing on arithmetic proficiency and times table skills. From EYFS to Year 6, we adhere to our calculation policy which outlines the progression of strategies and methods to be taught and we have an accompanying vocabulary progression document which we also follow. We have created our medium-term plans in line with White Rose small steps.

From EYFS to Year 6, children follow the scheme of 'White Rose' which supports children in learning the fundamentals behind the meanings of numbers and exploring other key mathematical areas. Our maths curriculum is also supported through the implementation of resources from 'Classroom Secrets.' White Rose and Classroom Secrets use 'small steps' to break down the teaching sequence into small achievable steps. Where children require additional support, 'scaffolds' are used to support children further to ensure that they have secured the small step before moving on. These 'scaffolds' may be in the form of returning to concrete resources or pictorial representations. For children who understand a concept quicker, challenges are used to deepen and challenge learners further within the curriculum area with Classroom Secrets being used to enhance provision for fluency and problem-solving and reasoning. Each lesson is introduced by a flashback of previous learning.

Progression documents such as our calculation policy are carefully used to ensure that children are not being stretched outside their year group but rather deepened within it. Within daily teaching, children will be reminded/taught fact sentences linked to previous/current learning which will constantly be referred to within the lesson. Through the use of spaced learning, they will have many opportunities to apply these fact sentences; modelling will support children in developing their ability to reason and explain their answers using them. Daily assessment is incorporated throughout the lesson through live and verbal feedback. Where children require additional support, our catch up programme is used to support children ensuring that they are ready for the next 'small step'. Termly assessments are used as a diagnostic tool to ensure that teachers are adapting learning to meet the needs of all children and ensure that any necessary interventions are targeted specifically to meet the needs of children.

Times tables play an important part in our maths learning, with children developing their fluency in rapid recall of tables up to  $12 \times 12$  by the end of year 4. While the rapid recall of times tables are being developed, children are also learning how to apply and manipulate their understanding of this to reason and solve problems. Children from Y1 – Y6 have the opportunity to consolidate and apply their times tables knowledge through Monster Mash on Purple Mash with access at school and at home. Regular practise in school through the use of weekly tests allow children to build upon their knowledge of number bonds before they begin to apply their knowledge to times tables facts.

#### **Mathematics Impact**

By the end of Year 6, transitioning to secondary school, we aspire that a Bentley St Paul's mathematician will have developed a bank of efficient and accurate skills that can be used to calculate effectively. These will have been underpinned by the C-P-A process so children understand rather than just do, which ultimately will allow children to identify when answers do not make mathematical sense. Children will be able to apply these calculation skills and understanding of other areas to become confident and resilient problem-solvers with the ability to reason and articulate their ideas mathematically. Due to the embedding of fact sentences, children will have the language to be able to justify, reason and explain their answers.

#### **Catch Up / Consolidation Lessons**

Throughout our daily sessions, end of unit tests and assessment for learning, we recognise the importance of providing time for children to consolidate their knowledge, revisit previous concepts and prepare for new learning. Providing these sessions gives children the opportunity to use a range of concrete manipulatives to consolidate and build upon what they already know. Raising attainment and promoting good progress of all of our pupils in Mathematics requires a systematic, research-based approach focused on securing deep conceptual understanding before accelerating to new content. At Bentley St Paul's, we recognise the importance of identifying those gaps the children may have, and use specific interventions and whole-class teaching sessions to ensure children are ready to adopt new learning. This is best achieved through:

**Concrete, Pictorial, Abstract (CPA) Approach:** Systematically introducing new concepts using concrete manipulatives (blocks, counters) first, then transition to pictorial representations (drawings, bar models), and finally move to the abstract symbolic notation (numbers and symbols). This process builds robust mental models (schemata).

**Small, Carefully Sequenced Steps:** Breaking down concepts into the smallest possible, logical steps which prevent students from being overwhelmed and ensures the knowledge is layered precisely, directly addressing the schema-building principle.

**Whole-Class Teaching:** The entire class moves through the core content together. Instead of accelerating fast learners to the next year's content, adaptation by depth promotes deeper reasoning and problem-solving skills that challenges the students to apply the concept in new contexts. Adapting the content rather than differentiating allows all children to access the learning





without widening the gap.

**Secure Fluency and Automaticity:** Fluency is not just speed; it is the efficient, accurate, and flexible application of mathematical facts and procedures. Daily practise incorporated within sessions allow children to develop these skills before applying them to calculations involving problem-solving and reasoning.

**Build Procedural Fluency from Conceptual Understanding:** We ensure pupils understand the 'why' behind a procedure (e.g., why you 'borrow' in subtraction) before practising the mechanics. Practice without understanding leads to fragile, easily forgotten skills.

**Precise Mathematical Language:** Explicitly teach and consistently use accurate mathematical vocabulary. Encouraging meaningful mathematical discourse (pupil talk and reasoning) helps pupils clarify their thinking and embed understanding using precise terminology.

**Same-Day Interventions:** Immediately identify and support pupils who have not mastered the core concept from the day's lesson. This is informed through assessment for learning (AFL), through the work the children have completed or through discussions with children about their success. This targeted, small-group support ensures gaps do not widen, allowing those pupils to revisit tricky concepts, develop confidence and understanding before the next session is introduced.

<b>Science</b>					
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<b>Science</b>					
<b>What we want the children to know</b>					
<p>At Bentley St Paul’s C of E Primary School, we place great value on the development of children as individuals, providing them with the skills, knowledge and understanding they need to prepare for future experiences. We therefore believe in providing a broad and balanced curriculum that delivers high quality, meaningful scientific experiences; which act as a catalyst for curiosity, encouraging learners to ask questions, explore their environment and develop a critical understanding of the scientific principles that govern the world around them. As pupils progress, we strive to develop their substantive knowledge- the facts, concepts and theories behind science; alongside their disciplinary knowledge, including understanding how science works, whereby they will develop and apply enquiry skills and scientific methods to form evidence based explanations. It is our aim to nurture children that are inquisitive, resilient, happy and confident individuals who are eager to share and discuss their opinions and findings, and use their knowledge to understand the uses and implications of science, today and for the future.</p>					
<b>Science</b>					
<b>How we teach</b>					
<p>At Bentley St Paul’s C of E Primary School, the teaching and implementation of the science curriculum is embedded from Early Years through to Class 6. It is underpinned by a robust knowledge and skills framework that builds upon the national curriculum programmes of study, whereby projects are carefully sequenced and interconnected to support children’s learning, helping them to develop their knowledge and understanding of biology, chemistry and physics. All pupils are challenged in line with their year group expectations and are given the opportunity to build on prior knowledge. For those requiring additional support, specific provision and strategies are thoughtfully planned and implemented to meet the needs of each child. Science projects are purposefully linked with other subject areas, creating opportunities for meaningful cross-curricular connections. These may include links with art and design or design technology, allowing children to see how scientific learning applies in different contexts.</p> <p>Throughout their journey, every child is introduced to key specific concepts and given the opportunities to build a strong foundation of scientific skills and core knowledge through a series of lessons. Children are encouraged to apply what they have learned by carrying out scientific investigations, deepening and consolidating their understanding of each project. 'Working Scientifically' is woven through all aspects of learning, supporting children to think like scientists in everything they do. The skills of questioning, making predictions, planning and carrying out scientific enquiries, observing and measuring, recording data, interpreting results and evaluating findings enable each child to become an enquiry based learner. This encourages curiosity, critical thinking and independence by engaging them in the process of discovery rather than passive reception of facts.</p>					

Learning is delivered through a range of written and practical approaches and is celebrated in pupils' science books, which showcase a specific scientific focus and the learning and enquiry processes involved in each project. Emphasis is placed on the teaching of key scientific vocabulary, ensuring it is reinforced and becomes familiar to the children as they progress through school. They are encouraged to use this vocabulary confidently when discussing scientific learning and enquiries.

Formative assessment strategies are embedded throughout our science lessons to monitor student progress and inform instruction. Clear, constructive feedback is provided that supports growth mindsets and promotes a culture of continuous improvement.

#### **Science Impact**





Through following a clear and comprehensive science framework in line with the national curriculum, it is expected that all children will make good progress from each of their starting points. They will retain knowledge, secure and embed key skills taught within each unit of work, and apply these confidently in a range of contexts. This will support them in reaching their full potential. Children will also develop an understanding of what it means to be a 'scientist' and recognise that everyone is capable of scientific thinking and enquiry.

They will be respectful communicators; who are able to listen attentively, share their thoughts and ideas courteously, and show tolerance to the views of others. They will become socially confident individuals who can analyse, evaluate and clearly explain their scientific findings.

They will be aspirational learners; who are curious, ambitious and take pride in all that they do, always striving to do their best.

They will be resilient individuals; who have the ability to persevere when faced with challenge, reflect on their successes and failures, and use their experiences as opportunities for growth.

They will be global citizens; who are empathetic, respectful and responsible, with an understanding of how human actions impact the world and why caring for our planet is essential.

Religious Education					
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Religious Education What we want children to learn					
<p>The intent of our Religious Education (RE) curriculum is to provide a rich, engaging, and reflective programme of study that enables all pupils to explore the diverse world of beliefs, values, and traditions, with a particular emphasis on Christianity, in line with the Church of England's distinctiveness and ethos. Our aims are as follows:</p> <ol style="list-style-type: none"> <li><b>Spiritual, Moral, Social, and Cultural (SMSC) Development:</b> To foster students' spiritual and moral understanding, encouraging them to reflect on their own beliefs and values while developing respect and understanding for the beliefs of others.</li> <li><b>Critical Thinking:</b> To stimulate curiosity and critical thinking, allowing pupils to question, debate, and explore complex themes pertinent to RE, promoting an atmosphere of inquiry and respect.</li> <li><b>Christian Values and Teachings:</b> To immerse pupils in Christian teachings and values, underpinned by Biblical scriptures and the Church of England's teachings, enabling them to appreciate the narrative of the Christian faith and its implications in contemporary society.</li> <li><b>Personal Growth:</b> To support the personal growth and identity of pupils, equipping them with the understanding and skills necessary to navigate a multicultural and multi-faith society.</li> </ol> <p>By pursuing this intent, we aim to ensure that pupils leave our school with a well-rounded religious literacy and the ability to engage thoughtfully with a variety of worldviews.</p>					
Religious Education How we teach					
<p>The implementation of our RE curriculum is strategic and reflective of best practices in the field. Key features include:</p> <ol style="list-style-type: none"> <li><b>Curriculum Design:</b> Our RE curriculum is carefully sequenced, spanning from EYFS to Year 6, ensuring a progressive depth of knowledge and understanding of Christianity and other main world religions. We use the Essex RE syllabus which has been agreed by the Chelmsford Diocese, adapting it to meet the specific needs of our pupils while ensuring children learn and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.</li> <li><b>Teaching Pedagogy:</b> Lessons are delivered using diverse teaching strategies, including interactive storytelling, collaborative learning, and critical discussions. Teachers are trained to facilitate open-ended questions that encourage pupils to articulate their thoughts and engage in meaningful dialogue.</li> <li><b>Assessment and Feedback:</b> We employ formative and summative assessment strategies to monitor pupil progress and understanding. Regular feedback is given to students, helping them to reflect on their learning</li> </ol>					

and set personal goals. This process gathers insights from various stakeholders, including pupils, parents, and governors.





4. **Community and Parental Engagement:** We actively involve parents and the wider community by hosting themed events, church services, and workshops to enrich our RE curriculum, fostering a shared understanding of values and beliefs.
5. **Professional Development:** Our staff receive ongoing professional development, including training sessions and partnerships with local churches and RE organisations. This investment enables teachers to deepen their subject knowledge and pedagogical skills.

### Religious Education Impact

The impact of our RE curriculum is evidenced through a range of qualitative and quantitative measures:

1. **Pupil Engagement:** Pupils demonstrate a high level of engagement and enthusiasm for RE lessons, reflecting a genuine curiosity about different beliefs and practices. This is evidenced through lesson observations, where pupils are observed participating actively and thoughtfully.
2. **Academic Outcomes:** Data shows that the majority of pupils achieve or exceed age-related expectations in RE. Regular assessments indicate a sound grasp of religious concepts and a clear development of critical thinking skills, helping pupils to articulate their understanding effectively.
3. **Enhanced SMSC Development:** Our school climate fosters strong SMSC outcomes, with pupils showing respect and understanding for diverse beliefs. Surveys and interviews with pupils reflect their appreciation for different cultures and beliefs, indicating a level of maturity in handling sensitive discussions.
4. **Community Impact:** Parents and community members report an increased understanding and appreciation of the role of faith in personal and communal life through our various initiatives. This reflects our commitment to being a central part of the community and enhancing social cohesion.
5. **Personal Development:** Pupils demonstrate confidence in discussing their beliefs and engaging with others, equipping them with crucial life skills. They articulate how their understanding of RE contributes to their moral framework and ethical decision-making.

Our RE curriculum ensures that children leave our school with a profound understanding and respect for diverse beliefs within a Christian framework.

<b>Art and Design</b>					
Our Goal	<b>Passion for Learning...</b> At Bentley St Pauls, we want our all our children to have a passion for learning where they gain life – long learning skills; a sense of adventure; the ability to enquire and make emotional connections.				
Our Christian Values	Our Christian Values – Friendship, Forgiveness, Trust, Peace, Wisdom, Responsibility, Respect and Reverence underpin all that we do and are the foundations of our drivers.				
Our Drivers	Children at Bentley are...				
	<b>Aspirational Learners</b> 	<b>Global Citizens</b> 	<b>Respectful Communicators</b> 	<b>Resilient Individuals</b> 	
Our Tools	<b>Mastering Key Skills</b>	<b>Gaining Knowledge</b>	<b>Engaging in Experiences</b>	<b>Summoning Creativity</b>	<b>Learning from Inspirations</b>
<b>Art and Design</b> <b>What we want the children to know...</b>					
<p>At Bentley St Paul’s C of E Primary School we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare for future experiences. We therefore believe in providing a broad and balanced curriculum that delivers high quality and meaningful art experiences; which engage, inspire and challenge all children, equipping them with the knowledge and skills to experiment and produce their own creations through a variety of mediums. As pupils progress, they should begin to evaluate and think critically whilst developing an appreciation of art and design. They will explore and develop an understanding of how art and design both reflects and shapes our history and contributes to the culture, creativity and wealth of our vast and ever changing world.</p> <p>In the words of Pablo Picasso- “Every child is an artist”. It is our aim to nurture children who are imaginative, resilient, happy, confident and creative individuals that are proud to share and discuss their creations and opinions with others.</p>					
<b>Art and Design</b> <b>How we teach</b>					
<p>At Bentley St Paul’s C of E Primary School the teaching and implementation of the art and design curriculum is embedded from Early Years through to Class 6. It is underpinned by a robust knowledge and skills framework that builds upon the national curriculum programmes of study, whereby projects are carefully sequenced and interconnected to support children’s learning, helping develop coherence of visual elements, art forms, artists, art movements and artistic concepts; ensuring all pupils are challenged in line with their year group expectations and are given the opportunity to build on prior knowledge. For those requiring additional support, specific provision and strategies are well thought and put into place to meet the needs of each child. Art and design projects are purposefully placed alongside other subject projects where there are opportunities for making meaningful cross-curricular links through specific year group historical, geographical and scientific contexts.</p> <p>Throughout their Bentley journey, every child is given the opportunity to learn the skills of drawing, painting, collage, printmaking, sculpting, textiles and digital art as well as exploring a range of great artists, craft makers and designers; discovering how their work has shaped historical periods and cultures. Every child is given the opportunity to develop their ideas and artistic skills, expressing their individuality and creativity in their own sketch book showcasing and celebrating the process of art alongside their final piece. Emphasis is placed upon teaching and learning key vocabulary, ensuring it is reinforced so it becomes familiar to our children as they progress through school and address different artistic concepts. The children are encouraged to use this key vocabulary to support them when comparing and discussing art pieces and when critiquing work of their own and others.</p>					

### **Art and Design Impact**





Through following a clear and comprehensive art and design framework in line with the national curriculum, it is expected that from each of their starting points, all children will make good progress. They will retain knowledge, and secure and embed skills taught within each unit of work that they can apply in a range of contexts but also further develop supporting them in reaching their full potential. They will begin to understand what being an 'artist' means and that everyone is capable.

They will be respectful communicators; who are able to evaluate and analyse creative work using the language of art, sharing their thoughts and ideas in a courteous way whilst listening respectfully and with tolerance to the views of others.

They will be aspirational learners; who are ambitious and take pride in all that they do, always striving to do their best.

They will be resilient individuals; who have the ability to persevere when they encounter challenge and are able to discuss their successes and failures drawing on their experiences as a learning opportunity.

They will be global citizens; who are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of individual identity in our wider society.

Computing					
Our Goal	<b>Passion for Learning...</b> At Bentley St Pauls, we want our all our children to have a passion for learning where they gain life – long learning skills; a sense of adventure; the ability to enquire and make emotional connections.				
Our Christian Values	Our Christian Values – Friendship, Forgiveness, Trust, Peace, Wisdom, Responsibility, Respect and Reverence underpin all that we do and are the foundations of our drivers.				
Our Drivers	Children at Bentley are...				
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Our Tools	<b>Mastering Key Skills</b>	<b>Gaining Knowledge</b>	<b>Engaging in Experiences</b>	<b>Summoning Creativity</b>	<b>Learning from Inspirations</b>
Computing What we want children to learn..					
<p>At Bentley St Paul's, the intent of our Computing curriculum is to equip all children with the essential skills and knowledge needed to thrive in a digital world. We aim to foster a passion for technology and an understanding of its role in society. Our curriculum promotes not only computational thinking but also critical and creative problem-solving. Pupils will be able to talk about how to stay safe online, understand and follow the E-Safety guidelines and know how and where to report concerning websites, comments or behaviour. We are aware that our pupils have a wide range of experience with technological devices when they join our academy and through the use of Purple Mash we can build upon these skills and experiences. We seek to develop:</p> <p><b>Digital Literacy:</b> Ensuring that all pupils possess the abilities to effectively and safely navigate their online environment, understand digital citizenship, and use technology ethically.</p> <p><b>Computational Thinking:</b> Encouraging students to break down problems, create algorithms, and engage in logical reasoning that can be applied across various subjects and real-world situations.</p> <p><b>Creativity and Innovation:</b> Providing opportunities for students to express their creativity through coding, multimedia presentations, and robotics, thereby inspiring future innovators and leaders.</p> <p><b>Resilience and Collaboration:</b> Facilitating collaborative projects that nurture teamwork and resilience by challenging students to overcome difficulties together within a safe and supportive environment that aligns with our Christian values.</p>					
Computing How we teach					
<p>Our Computing curriculum is implemented through a carefully structured framework, Purple Mash, that is age-appropriate and progressively builds on prior knowledge. The implementation of Purple Mash and Mini Mash for EYFS, ensures that the computing skills are progressive and have opportunities to build upon them year after year. The individual coding tasks, for example, for each year group, builds upon the skills the pupils have previously learnt. There are challenges at the end of each activity to assess our pupils and how they have applied their skills. Each pupil has their own login to Purple Mash that can be accessed both in the school and at home. All saved work can then be monitored by teaching staff and marked collating all the evidence together to demonstrate the progress made within the sessions. Every class have a floor book which presents the learning for sessions within Computing</p>					

displaying their learning and what they have explored. Computing is taught weekly at Bentley, with many cross curricular links enhanced by pupils using their skills in different ways. The key components include:

**Curriculum Sequencing:** Our long-term and medium-term plans are aligned with the National Curriculum for computing, ensuring that all key areas (computer science, digital literacy, and information technology) are covered comprehensively. Each unit progressively develops in complexity and incorporates cross-curricular links, particularly with maths and science, enhancing both engagement and understanding.

**High-Quality Resources:** We utilise a broad array of resources, including a suite of devices (tablets, laptops, and robotics), software applications, and online platforms that support interactive learning. Access to resources is equitable to ensure all pupils engage fully, regardless of background.

**Professional Development:** Our teaching staff receive regular training and support to enhance their computing knowledge and pedagogical skills. Through workshops, peer observations, and collaborative planning, teachers are equipped to deliver lessons that are engaging and suited to the diverse learning needs of our pupils.

**Assessment and Feedback:** Regular formative assessments inform our teaching and provide insights into student progress. Feedback is constructive, allowing students to reflect on their learning and set future goals. Summative assessments are carried out to evaluate mastery over key concepts at the end of unit studies.

**Safe Online Practices:** We implement a robust safeguarding policy to ensure students understand the importance of online safety. Regular sessions on cyber security, digital footprints, and responsible usage are integrated into the curriculum.





### Computing Impact

Pupil voice demonstrates how well the pupils understand computing, the language involved and their own understanding of how to use the skills across the curriculum. The pupils will be able to talk enthusiastically about their learning and ask appropriate questions, offer suggestions about how to use equipment in their activities. The impact of our computing curriculum is evidenced through:

**Pupil Achievement:** Students demonstrate high levels of attainment in computing, consistently achieving or exceeding age-related expectations at the end of key stages.

**Enhanced Skills and Knowledge:** Pupils show increased confidence and competence in using technology. This is reflected in their ability to engage in coding activities, produce high-quality digital content, and implement problem-solving strategies collaboratively.

**Engagement and Enjoyment:** Student engagement is evident in their enthusiasm for lessons and the pride they take in their projects. Surveys and feedback indicate that students are highly motivated and eager to explore new technologies.





<b>Design Technology</b>					
Our Goal	<b>Passion for Learning...</b> At Bentley St Pauls, we want our all our children to have a passion for learning where they gain life – long learning skills; a sense of adventure; the ability to enquire and make emotional connections.				
Our Christian Values	Our Christian Values – Friendship, Forgiveness, Trust, Peace, Wisdom, Responsibility, Respect and Reverence underpin all that we do and are the foundations of our drivers.				
Our Drivers	Children at Bentley are...				
	<b>Aspirational Learners</b> 	<b>Global Citizens</b> 	<b>Respectful Communicators</b> 	<b>Resilient Individuals</b> 	
Our Tools	<b>Mastering Key Skills</b>	<b>Gaining Knowledge</b>	<b>Engaging in Experiences</b>	<b>Summoning Creativity</b>	<b>Learning from Inspirations</b>
<b>Design Technology</b> <b>What we want the children to learn...</b>					
<p>At Bentley St Paul's, the intent of our Design Technology (DT) curriculum is to deliver a high-quality education that promotes creativity, innovation, and critical thinking. We aim to provide our pupils with the necessary skills, knowledge, and understanding to tackle real-world problems while facilitating and encouraging a lifelong appreciation for design and technology.</p> <p>We aspire to:</p> <ul style="list-style-type: none"> <li>• <b>Inspire Creativity:</b> Encourage all pupils to design and create products that meet real needs, creating a culture of innovation within a Christian context.</li> <li>• <b>Develop Skills:</b> Provide regular opportunities for pupils to acquire practical and technical skills, enabling them to express their ideas through varied materials and processes.</li> <li>• <b>Promote Collaboration:</b> Promote teamwork and collaborative problem-solving skills, crucial for both personal and social development in alignment with our Christian values.</li> <li>• <b>Instil Resilience:</b> Equip pupils with the ability to evaluate their work critically, learn from failures, and embrace iterative design processes, ensuring they remain steadfast in the face of challenges.</li> </ul>					
<b>Design Technology</b> <b>How we teach</b>					
<p>Our approach to delivering the DT curriculum is built on a framework that ensures coherence, progression, and inclusivity across all year groups:</p> <ol style="list-style-type: none"> <li>1. <b>Curriculum Design:</b> Our DT curriculum is designed by Cornerstones in accordance with the National Curriculum and also reflects the values and ethos of our school. It incorporates cross-curricular links to enhance learner engagement, particularly with subjects such as Science, Maths, and Art.</li> <li>2. <b>Lesson Structure:</b> Each unit of work follows a structured process: <ul style="list-style-type: none"> <li>• <b>Research and Inspiration:</b> Pupils explore existing products and gather insights relevant to their designs, connecting to historical, cultural, and religious perspectives.</li> <li>• <b>Planning and Designing:</b> Using design briefs, pupils develop specifications and sketch ideas, moving towards creating detailed plans that outline the necessary materials and processes.</li> <li>• <b>Making and Evaluating:</b> Pupils construct their projects whilst adhering to safety regulations and learning the significance of evaluating their products against the original criteria to inform adaptations and improvements.</li> </ul> </li> <li>3. <b>Diverse Materials and Technologies:</b> We provide access to a broad range of materials and tools, including digital technologies, ensuring pupils gain experience across various DT disciplines such as textiles, engineering, and food technology.</li> </ol>					

4. **Collaboration with the Community:** Partnerships with local industries and communities to enrich our curriculum, offering pupils a variety of real-world experiences and mentorship opportunities.
5. **Assessment for Learning:** We implement a mixture of formative and summative assessments to track pupil progress and understanding. Feedback is constructive, encouraging self-reflection and ongoing improvement.
6. **Inclusive Practice:** We ensure that all pupils, regardless of background or ability, are included and supported in their learning journey, integrating differentiation and personalisation within lessons.

#### **Design Technology Impact**

The impact of our Design Technology curriculum is evident in the high levels of pupil engagement, skill development, and achievement as they move through their primary education:





- **Skills and Knowledge Acquisition:** Pupils demonstrate a comprehensive understanding of design processes and an ability to apply their skills creatively and effectively in a variety of projects.
- **Confidence and Independence:** There is a marked increase in confidence, with pupils enthusiastically taking ownership of their learning and understanding the relevance of design technology in everyday life.
- **Critical Thinking and Problem-Solving:** Pupils are adept at evaluating their work and that of their peers, showing resilience in refining their designs and learning from feedback.
- **Evidenced Progress:** Continuous monitoring and evaluation show that pupils make significant progress in DT, with many exceeding age-related expectations by the end of Key Stage 2.
- **Community Engagement:** Parents and local stakeholders frequently express appreciation for the skills and passion pupils exhibit, fostering a positive relationship between the school and the community.

French					
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Our Drivers	Children at Bentley are...				
	<p align="center"><b>Aspirational Learners</b></p> 	<p align="center"><b>Global Citizens</b></p> 	<p align="center"><b>Respectful Communicators</b></p> 	<p align="center"><b>Resilient Individuals</b></p> 	
Our Tools	<b>Mastering Key Skills</b>	<b>Gaining Knowledge</b>	<b>Engaging in Experiences</b>	<b>Summoning Creativity</b>	<b>Learning from Inspirations</b>
French					
What we want the children to learn					
<p>The French curriculum at Bentley St Paul's is designed to foster curiosity and deepen pupils' understanding of the world, inspiring a love of languages and broadening their horizons as global citizens. Our curriculum provides a progressive sequence of learning, enabling children to gradually build skills to express their ideas and communicate effectively in French, both in speech and in writing. Initially, LKS2 focuses on establishing basic skills with a strong emphasis on Speaking and Listening. This foundation then progresses in UKS2 to developing Reading and Writing, incorporating more complex language concepts and promoting learner independence. Ultimately, we aim to grow curious, confident, and reflective language learners who are equipped for further language studies. Our intent is to foster a love for languages while promoting the following objectives:</p> <ol style="list-style-type: none"> <li><b>Cultural Awareness:</b> Pupils will gain insights into French culture, traditions, and values, fostering mutual respect and understanding among different communities.</li> <li><b>Communication Skills:</b> Through the study of French, pupils will develop their listening, speaking, reading, and writing skills, enabling them to communicate effectively in everyday situations.</li> <li><b>Cognitive Development:</b> Learning a foreign language enhances cognitive skills, including problem-solving, critical reasoning, and adaptability.</li> <li><b>Preparation for Future Learning:</b> By providing a solid foundation in French, we aim to prepare our pupils for further language study and opportunities in secondary education and beyond.</li> </ol>					
French					
How we teach					
<p>Our French curriculum is carefully sequenced so that prior learning is explicitly considered, and opportunities for revising language and grammar are continually built into new knowledge. The scheme of lessons provides the necessary structure, context, and valuable cultural insight into French-speaking countries and communities. Crucially, every lesson integrates the introduction and revision of key vocabulary and grammatical structures. To support this, vocabulary is reinforced through display materials and additional resources, ensuring children have ample opportunities to repeat and review their learning. The entire scheme is designed by language specialists, including native French speakers, providing teachers with the necessary guidance, accurate subject knowledge, and audio materials to feel confident and supported in their delivery.</p>					
French Impact					
<p>The impact of French is assessed through ongoing methods, including regular questioning, built-in review opportunities, and summative assessments. Successful implementation results in a consistent learning environment across KS2 where vocabulary is clearly displayed, spoken, and used by learners. Whole-school and parental engagement have significantly enhanced the use of French and offer wider learning opportunities. Moreover, pupils' retention of the language improves through varied resources, explicit language focus, and more lively lessons, leading</p>					

to higher rates of linguistic progress and increased appreciation for the subject. Ultimately, ensure that French is loved by teachers and pupils in KS2, thereby encouraging pupils to be prepared for and motivated towards further language studies at KS3.

Pupils leave our primary school with a solid foundation in French, equipped with linguistic skills and cultural awareness that prepare them for secondary education. Our commitment to high standards and ongoing improvement in French teaching reflects our dedication to achieving good results.

Through our implementation of the French curriculum, we ensure all pupils not only learn the language effectively but also develop a global perspective that aligns with our values as a Church of England school.

Geography					
Our Goal	<p align="center"><b>Passion for Learning...</b></p> <p align="center">At Bentley St Pauls, we want our all our children to have a passion for learning where they gain life – long learning skills; a sense of adventure; the ability to enquire and make emotional connections.</p>				
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Our Tools	<b>Mastering Key Skills</b>	<b>Gaining Knowledge</b>	<b>Engaging in Experiences</b>	<b>Summoning Creativity</b>	<b>Learning from Inspirations</b>
Geography What we want children to learn					
<p>At Bentley St Paul’s Primary School, we recognise geography as essential to understanding the world and the interdependence of people, places, and environments. Our curriculum is designed to foster a lifelong interest in geography by promoting curiosity, cultural awareness, and respect for the planet. It develops pupils’ capacity for critical thinking and enquiry through the study of natural and human processes. Geography at Bentley St Paul’s is investigative, enabling pupils to acquire a secure understanding of key concepts, knowledge, and skills. The curriculum ensures progressive development in geographical enquiry, locational and place knowledge, human and physical geography, and fieldwork, equipping pupils with transferable skills and a deep understanding of the Earth’s systems. We aim to:</p> <ul style="list-style-type: none"> <li>• <b>Provide a rich understanding of diverse landscapes:</b> We intend to equip students with the knowledge about various physical and human geographical features, enabling them to appreciate the world’s diversity and natural beauty.</li> <li>• <b>Develop geographical skills:</b> We intend to teach key skills in map reading, data analysis and interpretation, and fieldwork, allowing pupils to engage with their local and wider environments meaningfully.</li> <li>• <b>Promote environmental stewardship:</b> Through a Christian lens, we encourage learners to think about their roles as global citizens, promoting sustainability and respect for creation in their local and international communities.</li> <li>• <b>Integrate the Christian values of our Church of England identity:</b> Our teaching will reflect the values of compassion, tolerance, and community, fostering a sense of belonging and responsibility towards others and the environment.</li> </ul>					
Geography How we teach					
<p>Geography at Bentley St Paul’s is taught through termly topics to ensure depth and progression through using the scheme Cornerstones. Teachers can clearly identify the key knowledge and skills for each unit, providing a cohesive learning journey across year groups. We use assessment within lessons to ensure the following lessons are relevant and adapted to diverse starting points. Planning specifically incorporates strategies to achieve greater depth and to provide support that aligns with our inclusive practice. We maximise learning by planning cross-curricular outcomes, powerful links with English, and fully utilise the local area through regular learning outside the classroom opportunities.</p> <ol style="list-style-type: none"> <li>1. <b>Carefully sequenced curriculum:</b> Our geography curriculum is structured for progression, ensuring pupils build on their knowledge and skills year by year. Topics are woven together to promote connections and relevance, integrating spiritual, moral, social, and cultural education throughout.</li> </ol>					





2. **Engaging pedagogical strategies:** We utilise a variety of teaching methods to cater to diverse learning styles. This includes interactive lessons, outdoor learning opportunities, and technology integration. Field trips and community projects further reinforce learners' understanding of geographical concepts in real-world contexts.
3. **Assessment for learning:** Regular formative assessments provide insights into pupils' understanding, allowing for tailored instruction and the identification of areas for development. Summative assessments at key stages ensure that students have mastered the essential geographical knowledge and skills.
4. **Collaborative learning:** Emphasising group work and collaborative projects nurtures communication and teamwork skills. Through shared inquiry and problem-solving tasks, students learn to respect different perspectives while working towards common goals.
5. **Connection with local communities:** We foster partnerships with local organisations, creating opportunities for pupils to engage with real-world issues and connect their learning to their communities. This not only enriches their geographical understanding but also deepens their awareness of their role in society.

### Geography Impact

Outcomes in Geography are evident across our practice, from our geography books, English books and pupil voice. This evidence shows a broad and balanced Geography curriculum and demonstrates our pupils' achievement of identified key knowledge and vocabulary. As children progress throughout the school, they develop a deep knowledge, understanding, and appreciation of their local area and its place within the wider geographical context. Regular school trips, workshops and enrichment days provide further relevant and contextual learning.

The effectiveness of our geography curriculum can be measured through:

- **Pupil attainment and progress:** A significant proportion of our pupils demonstrate at or above age-related expectations in geography, reflecting their thorough understanding of key concepts and skills. Tracking progress over time showcases sustained improvement and achievement.
- **Engagement and enthusiasm:** Pupil feedback consistently shows increased confidence and excitement about geography, evidenced by participation in lessons and high levels of attendance during field trips and extra-curricular activities.
- **Skill Development:** Our learners demonstrate strong geographical skills, including critical thinking, map interpretation, and the ability to analyse physical and human processes in their local areas and around the world.
- **Community involvement:** Evidence of active participation in the Gardening and Environment Club, School Council initiatives (Drop and Go Zone) and Harvest Festival, aligns with our intent to develop responsible global citizens.
- **Alignment with Christian values:** Observations of pupils' ability to articulate the importance of caring for the environment, coupled with their engagement in community service, demonstrate our success in integrating the Church of England's values throughout the geography curriculum.

History					
Our Goal	<p align="center"><b>Passion for Learning...</b></p> <p>At Bentley St Pauls, we want our all our children to have a passion for learning where they gain life – long learning skills; a sense of adventure; the ability to enquire and make emotional connections.</p>				
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Our Drivers	Children at Bentley are...				
	<p align="center"><b>Aspirational Learners</b></p> 	<p align="center"><b>Global Citizens</b></p> 	<p align="center"><b>Respectful Communicators</b></p> 	<p align="center"><b>Resilient Individuals</b></p> 	
Our Tools	<b>Mastering Key Skills</b>	<b>Gaining Knowledge</b>	<b>Engaging in Experiences</b>	<b>Summoning Creativity</b>	<b>Learning from Inspirations</b>
History					
What we want children to learn					
<p>At Bentley St Paul’s, we aim to inspire a passion for history among our pupils, fostering an appreciation for the past and its impact on the present and future. Our history curriculum is designed to cultivate critical thinking, encourage empathy, and promote a sense of identity and belonging within a diverse and changing society. The intent of our history programme is to:</p> <ul style="list-style-type: none"> <li>• <b>Promote Engagement:</b> Spark curiosity through rich and varied historical resources that engage pupils and encourage independent research.</li> <li>• <b>Foster Understanding:</b> Develop a robust understanding of local, national, and global histories, enabling pupils to make connections across time and place.</li> <li>• <b>Cultivate Skills:</b> Equip pupils with essential historical skills, including enquiry, interpretation, and communication, fostering abilities that are transferable to other subjects and life experiences.</li> <li>• <b>Nurture Values:</b> Instil a sense of moral integrity through discussions of historical events, enhancing pupils' understanding of justice, equality, and cultural diversity.</li> <li>• <b>Reflect Christian Values:</b> Integrate the teaching of history with the values of the Church of England, promoting compassion, community, and respect for all individuals.</li> </ul>					
History					
How we teach					
<p>Our history curriculum is implemented through Cornerstones - a carefully planned framework that aligns with the National Curriculum while reflecting our school's unique ethos and community context. Key aspects of our implementation include:</p> <ul style="list-style-type: none"> <li>• <b>Curriculum Design:</b> The history curriculum is structured around a sequence of progressive themes and chronological understanding, ensuring coherence and depth. Lessons are carefully crafted to build upon prior knowledge, with clear learning objectives focused on conceptual understanding and skill development.</li> <li>• <b>Enrichment Activities:</b> We incorporate hands-on learning experiences, such as visits to local historical sites, workshops with historians, and projects that involve the community. These activities bring history to life and make learning relevant.</li> <li>• <b>Cross-Curricular Links:</b> History lessons are interwoven with other subject areas, such as art, literature, and geography, providing a holistic view of historical concepts. This integrated approach enhances understanding and retention.</li> </ul>					





- **Diverse Resources:** We utilise a range of resources, including primary sources, artefacts, and digital platforms, to develop a rich tapestry of learning. Pupils are encouraged to engage with a variety of viewpoints and interpretations to foster critical thinking.
- **Inclusive Teaching:** Our history teaching is rooted in inclusivity, celebrating diverse narratives that reflect the multicultural aspect of British society. We ensure that all pupils, regardless of background, can see themselves represented in the history curriculum.
- **Assessment and Feedback:** Regular formative assessments are employed to monitor progress and understanding, with constructive feedback provided to help pupils improve. We use peer assessments and self-reflections to encourage ownership of learning.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Foundation Stage to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

### History Impact

The impact of our history provision at Bentley St Paul's is evidenced through:

- **Enhanced Understanding:** Pupils demonstrate a strong understanding of historical concepts and events, as reflected in their ability to discuss, analyse, and draw connections between different historical periods and contexts.
- **Engagement and Enthusiasm:** There is a notable enthusiasm for history, evidenced by high levels of participation in lessons, willingness to partake in extracurricular activities, and positive feedback from pupils about their learning experiences.
- **Critical Thinking Skills:** Pupils have shown improved critical thinking skills, evident in their ability to evaluate sources, form reasoned arguments, and engage in discussions about past events and their relevance today.
- **Cultural Awareness:** Through our inclusive approach, pupils exhibit respect and understanding of different cultures and perspectives, contributing to a cohesive school community where diversity is celebrated.
- **Community Involvement:** Feedback from parents and the wider community reflects a positive perception of our history curriculum as a means of building partnerships and fostering a sense of belonging.
- **Alignment with Christian Values:** Our history curriculum reinforces the school's Christian values, promoting a deeper understanding of compassion, ethics, and community, as pupils reflect on historical events and their implications on contemporary society.

Music					
Our Goal	<p align="center"><b>Passion for Learning...</b></p> <p>At Bentley St Pauls, we want our all our children to have a passion for learning where they gain life – long learning skills; a sense of adventure; the ability to enquire and make emotional connections.</p>				
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Our Tools	<b>Mastering Key Skills</b>	<b>Gaining Knowledge</b>	<b>Engaging in Experiences</b>	<b>Summoning Creativity</b>	<b>Learning from Inspirations</b>
Music					
What we want children to learn					
<p>At Bentley St Paul’s, we are committed to delivering a high-quality music education that aligns with our Christian ethos and nurtures the holistic development of our pupils. Our music curriculum aims to:</p> <ul style="list-style-type: none"> <li>• <b>Foster Cultural Appreciation:</b> To enable pupils to appreciate, create, and enjoy music from a variety of cultures and traditions, fostering respect and understanding of cultural diversity within both the school community and wider society.</li> <li>• <b>Encourage Creativity and Expression:</b> To provide opportunities for every child to express themselves creatively through music, allowing them to explore their emotions and thoughts in a safe and supportive environment.</li> <li>• <b>Develop Skills and Knowledge:</b> To equip pupils with a comprehensive understanding of musical elements including pitch, rhythm, dynamics, and structure. We aim to cultivate both performance skills and theoretical understanding, enabling pupils to make informed musical choices.</li> <li>• <b>Promote Personal and Social Development:</b> To use music as a medium for building teamwork, resilience, and confidence, thus promoting pupils’ social skills and emotional well-being.</li> <li>• <b>Support Spiritual Growth:</b> To incorporate music as a way of engaging with our Christian values, providing a spiritual dimension to learning that enhances our collective worship and community ethos.</li> </ul>					
Music					
How we teach					
<p>At Bentley St Paul’s, our music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities from EYFS through to year 6 as well as the weekly signing assemblies, various concerts and performances and the learning of instruments.</p> <p>To achieve our intent, we employ Charanaga - a well-structured, inclusive and dynamic music programme that includes:</p> <ul style="list-style-type: none"> <li>• <b>Curriculum Design:</b> Our music curriculum is carefully sequenced to ensure progression in skills and knowledge across all year groups. It is designed to meet the National Curriculum requirements while integrating opportunities for creative composition and performance.</li> <li>• <b>Expert Teaching:</b> We have links with Essex Music Services and specialist music teachers who are passionate and skilled in their craft. They use a variety of teaching methods, ensuring that all pupils, regardless of ability, engage meaningfully with music.</li> <li>• <b>Extracurricular Opportunities:</b> We provide music related extracurricular activities, including choir, dance and drama clubs. This encourages pupils to explore diverse musical genres and styles outside the classroom.</li> </ul>					





- **Regular Performances:** Opportunities for performance within the school and wider community, including concerts, assemblies, and church services, allow pupils to showcase their talents and build confidence in public performance.
- **Community Engagement:** We collaborate with local musicians and organisations to enrich our curriculum and expose our pupils to live performances and professional musical contexts.
- **Assessment and Feedback:** We implement a robust assessment framework that monitors pupil progress in skills and knowledge. Regular formative feedback encourages self-reflection and continued improvement, while summative assessments inform instructional adjustments.

### Music Impact

The implementation of our music programme has demonstrable impact on our pupils and the wider school community:

- **Enhanced Musical Skills:** Pupils demonstrate a high level of musical understanding, evidenced by their ability to perform, compose, and engage critically with various musical forms.
- **Greater Confidence and Well-being:** Feedback from pupils indicates increased confidence in their abilities and a greater willingness to participate in performances. Many pupils show improved self-esteem as a result of their musical engagement.
- **Cultural Awareness:** Pupils exhibit an appreciation for and understanding of global music traditions, showcasing their learning through collaborative projects and community performances.
- **Strengthened Community Bonds:** Our music initiatives foster strong links with the local community, enhancing relationships with families and local artists. Community events promote a sense of belonging and shared experience.
- **Spiritual and Moral Development:** Pupils reflect on the Christian values embedded in music, engaging in discussions about the spiritual and moral implications of musical expression. This contributes to their overall personal development and aligns with our school's Christian ethos.

In summary, our music programme at Bentley St. Paul's not only enriches the educational experience of our pupils but also supports their personal, social, and spiritual development.





PSHE					
Our Goal	<p align="center"><b>Passion for Learning...</b></p> <p>At Bentley St Pauls, we want our all our children to have a passion for learning where they gain life – long learning skills; a sense of adventure; the ability to enquire and make emotional connections.</p>				
Our Christian Values	Our Christian Values – Friendship, Forgiveness, Trust, Peace, Wisdom, Responsibility, Respect and Reverence underpin all that we do and are the foundations of our drivers.				
Our Drivers	Children at Bentley are...				
	<p align="center"><b>Aspirational Learners</b></p> 	<p align="center"><b>Global Citizens</b></p> 	<p align="center"><b>Respectful Communicators</b></p> 	<p align="center"><b>Resilient Individuals</b></p> 	
Our Tools	<b>Mastering Key Skills</b>	<b>Gaining Knowledge</b>	<b>Engaging in Experiences</b>	<b>Summoning Creativity</b>	<b>Learning from Inspirations</b>
PSHE					
What we want the children to learn					
<p>At Bentley St Paul's School, the intent of our Personal, Social, Health and Economic (PSHE) education programme is to foster the holistic development of our pupils. We aim to equip them with the necessary knowledge, skills, and attributes to thrive in modern society and contribute positively to their communities.</p> <p>Our PSHE curriculum underpins our Christian values, promoting spiritual, moral, social, and cultural development. We aspire to create a safe and nurturing environment where pupils feel valued and are encouraged to express their thoughts and feelings. Through a well-structured PSHE programme, Jigsaw, we promote:</p> <ul style="list-style-type: none"> <li>• <b>Respectful Relationships:</b> Teaching pupils the importance of respectful relationships, empathy, and kindness, which are fundamental Christian values that permeate our school ethos.</li> <li>• <b>Emotional Wellbeing:</b> Supporting the emotional wellbeing of our pupils by providing them with strategies to manage stress, build resilience, and foster a positive self-image.</li> <li>• <b>Healthy Lifestyles:</b> Encouraging healthy lifestyles and safe choices, including physical health, emotional health, and understanding the importance of maintaining a balanced life.</li> <li>• <b>Citizenship and Community Engagement:</b> Instilling a sense of citizenship and responsibility, ensuring our pupils understand the significance of their roles within the community and the wider world.</li> </ul>					
PSHE					
How we teach					
<p>The implementation of our PSHE curriculum is designed to create a cohesive and age-appropriate learning journey for all pupils across different year groups.</p> <ol style="list-style-type: none"> <li>1. <b>Curriculum Design:</b> Our PSHE curriculum is aligned with the National Curriculum and incorporates a thematic approach, covering key areas such as relationships, health, and economic awareness. The curriculum is informed by pupil voice, ensuring that the topics addressed are relevant and engaging for our students.</li> <li>2. <b>Pedagogical Approaches:</b> We employ a variety of teaching methods, including interactive lessons, group discussions, role plays, and projects. This variety fosters an inclusive learning environment that caters to different learning styles and encourages active participation.</li> </ol>					

3. **Assessment and Feedback:** We utilise formative assessment techniques to gauge pupils' understanding and progress. Regular feedback, both verbal and written, helps pupils to reflect on their learning and set personal targets for improvement.
4. **Community and Parental Involvement:** We actively engage with parents and the wider community through workshops, information sessions, and collaborative projects. This partnership reinforces the importance of PSHE education and allows for consistent messaging between home and school.
5. **Staff Training and Development:** Continuous professional development opportunities for staff ensure that all members of the teaching team are equipped with the knowledge and skills necessary to deliver high-quality PSHE lessons. We foster a culture of collaboration and sharing best practices among staff.

#### PSHE Impact

The impact of our PSHE curriculum is reflected in the wellbeing and development of our pupils, evident through a range of qualitative and quantitative measures.

1. **Pupil Engagement and Attitudes:** Pupils demonstrate a high level of engagement during PSHE lessons and express a strong understanding of key concepts related to their personal and social development. They articulate their thoughts and feelings with confidence and respect.
2. **Emotional Resilience:** There is a noticeable improvement in pupils' emotional resilience, as evidenced by their ability to cope with challenges and manage their emotions effectively. Pupil surveys and interviews reveal an increased sense of self-worth and ability to regulate their feelings.
3. **Healthy Relationships:** The school community reports a decrease in incidents of bullying and conflict, indicating that pupils are applying their understanding of respectful relationships. They are able to identify and resolve conflicts amicably, showcasing growth in their interpersonal skills.
4. **Community Awareness and Action:** Pupils actively participate in community service and social action projects, indicating a strong understanding of citizenship and community responsibility. Their involvement fosters a spirit of giving back and enhances their sense of belonging.
5. **Parental Feedback:** Positive feedback from parents confirms that they notice significant improvements in their children's attitudes towards social issues, health, and relationships at home. Parents appreciate the skills their children are developing through the PSHE programme, citing enhanced communication and empathy.

Physical Education					
Our Goal	<p align="center"><b>Passion for Learning...</b></p> <p>At Bentley St Pauls, we want our all our children to have a passion for learning where they gain life – long learning skills; a sense of adventure; the ability to enquire and make emotional connections.</p>				
Our Christian Values	Our Christian Values – Friendship, Forgiveness, Trust, Peace, Wisdom, Responsibility, Respect and Reverence underpin all that we do and are the foundations of our drivers.				
Our Drivers	Children at Bentley are...				
	<p align="center"><b>Aspirational Learners</b></p> 	<p align="center"><b>Global Citizens</b></p> 	<p align="center"><b>Respectful Communicators</b></p> 	<p align="center"><b>Resilient Individuals</b></p> 	
Our Tools	<b>Mastering Key Skills</b>	<b>Gaining Knowledge</b>	<b>Engaging in Experiences</b>	<b>Summoning Creativity</b>	<b>Learning from Inspirations</b>
<p align="center"><b>P.E.</b></p> <p align="center"><b>What we want the children to learn</b></p>					
<p>At Bentley St Paul's, our intent for Physical Education (PE) is to foster a lifelong love of physical activity and promote the physical, social, and emotional well-being of all pupils. We aim to provide a high-quality PE curriculum that not only meets the National Curriculum objectives but also reflects our commitment to inclusivity and personal development. Our curriculum is designed to:</p> <ol style="list-style-type: none"> <li><b>Develop Competence and Confidence:</b> Ensure that all children are equipped with the skills and confidence needed to engage in physical activity, promoting a healthy and active lifestyle.</li> <li><b>Promote Teamwork and Sportsmanship:</b> Instil our school values of cooperation, respect, and fair play, recognising the importance of working collaboratively and learning from both success and failure.</li> <li><b>Encourage Lifelong Participation:</b> Inspire pupils to recognise the benefits of regular physical activity, equipping them with the knowledge and enthusiasm to pursue a variety of physical activities beyond school.</li> <li><b>Enhance Physical and Mental Well-being:</b> Understand the connection between physical activity and mental health, thereby promoting resilience, self-discipline, and emotional well-being through engaging and challenging PE experiences.</li> </ol>					
<p align="center"><b>P.E.</b></p> <p align="center"><b>How we teach</b></p>					
<p>To achieve our intent, we have designed a robust implementation strategy that aligns with the Ofsted framework. Our approach includes:</p> <ul style="list-style-type: none"> <li><b>Curriculum Design:</b> We follow a sequential and progressive PE curriculum (Get Set 4 PE) that encompasses a wide range of sports and physical activities, including athletics, gymnastics, swimming, and invasion games. The curriculum is tailored to cater to the diverse needs and abilities of all pupils, with clear progression pathways.</li> <li><b>Quality Teaching and Learning:</b> PE lessons are delivered by skilled and knowledgeable teachers who are committed to continuous professional development. We employ a range of teaching strategies, including direct instruction, peer assessment, and differentiated tasks, to ensure that every child is engaged and challenged.</li> <li><b>Assessment and Feedback:</b> Continuous assessment methods, including formative assessments and summative evaluations, are integral to our approach. We provide timely and constructive feedback to</li> </ul>					

pupils, enabling them to understand their progress and identify areas for improvement.

- **Extracurricular Activities:** We offer a wide range of extracurricular sports clubs and competitive opportunities for pupils, fostering an inclusive environment where all children can participate and excel. This includes inter-school competitions, which not only enhance skills but also build a strong sense of community.
- **Partnerships and Community Engagement:** We actively collaborate with local sports clubs and organisations to enhance our PE provision, allowing pupils to engage with the local community and access additional resources.

#### P.E. Impact

The impact of our PE provision is assessed through a variety of measures that align with Ofsted's criteria of effectiveness. Indicators of our success include:

- **Physical Literacy Development:** Assessments demonstrate that pupils make substantial progress in developing their physical skills, with a majority exhibiting a high level of competence by the end of each key stage.
- **Increased Participation and Engagement:** There has been a measurable increase in the number of pupils participating in both curricular and extracurricular physical activities, with feedback indicating enhanced enjoyment and enthusiasm for PE.
- **Positive Behaviour and Attitude:** Observations show that the values of respect, teamwork, and sportsmanship are not only evident during PE lessons and competitions but are also reflected in the overall school environment, promoting a positive culture.
- **Improved Well-being:** Surveys and feedback from pupils indicate improved confidence, resilience, and mental well-being, with many students recognising the role of physical activity in managing stress and improving their mood.
- **Sustainable Practices:** Our initiatives encourage lifelong participation in physical activities, with pathways established for students to continue their engagement beyond school through community links and sports clubs.