



West Rainton Primary School

Curriculum Mission

Context

West Rainton Primary School is a small, semi-rural community of learners in an ex-coalmining village of County Durham. The children we serve often face struggles caused by deprivation and a lack of opportunity to experience the world around them.

WE ARE THEIR OPPORTUNITY.

We want our pupils to leave us after seven or more years, equipped with the knowledge, skills and confidence to know that all opportunities are open to them. Education gives us choices; it gives us the belief and aspiration to say, 'I can be anything I want in life'.

The decision taken in 2016 to open our own governor-led nursery unit which accommodates two-year-old and 30 hours' provision means we can start making a difference even earlier through high quality early-years' experiences.

For our high proportion of Gypsy Roma or Travelling pupils- many of whom do not progress to secondary education- we are the one chance they have to secure as much knowledge, as many skills, and gain as many experiences as possible to have the same opportunities as their peers in the future.

Our curriculum has to reflect this vision and is tailored around our very unique context.

Children at West Rainton Primary experience a broad, rich and engaging curriculum split into discrete subjects of: English; maths; science; computing; PE; RE; art; design & technology; history; geography; music; PSHE and languages. Our curriculum has been set up in this manner for over ten years now and we know this style equips our children best for secondary school and beyond. The leadership of these subjects is carefully considered with all leads showing personal aptitude and passionate drive for their individual subjects as laid out in each subject policy and mission statement. Visitors consistently remark on our school 'going for everything in a big way' which stems from the strength in leadership we've invested in our curriculum design. This is also validated by the many awards we currently hold such as Arstmark Gold, AfPE award, Inclusion Quality Mark, Basic Skills Quality Mark and Heritage Schools' award.

Alongside all of this, pupils at West Rainton are taught the importance of good health, both physical and mental on their education. Pupils' happiness and wellbeing is paramount to all that we do.

Our curriculum design is also enhanced by the views of our pupils, parents and governors. Everyone has a voice in our school, and are actively encouraged to use it.

Our curriculum design falls under four main headings as laid out below. Please take the time to look at our individual subject policies and provision maps to understand each area in detail.

At West Rainton Primary, the following four key drivers underpin our learning, and are developed through the school's individual subject curriculum planning, our extensive extra-curricular provision and our abundantly rich 'hidden' curriculum:



Aiming high

We want our pupils to be inspired by our provision, and to ignite strong aspirations and high expectations of themselves and their future. Promotion of strong attendance is fundamental in this. Through the use of visits, visitors and enriching experiences, we will build knowledge and understanding of career possibilities as well as a hunger to embrace new and exciting opportunities. We will ensure we plan regular opportunities for children to develop self-belief and to see the benefits of taking risks and overcoming challenge. Our pupils will be supported to light up future pathways to fulfilling lives of employment choices, prosperity and future happiness.



Skills for learning and life

We want pupils to leave our school with a bank of knowledge and a skillset specific to each individual subject, whilst also making transferable connections across other areas of learning and life. Fundamental to this, is a curriculum rich in core skills of language, vocabulary, communication, literacy and numeracy. Our pupils will be taught to be inquisitive, follow a line of enquiry to reach answers, and to recall and present their learning in a vibrant range of ways. Opportunities to develop resilience, organisation, leadership, teamwork, adaptability, patience and initiative are all interwoven into our subjects and wider school life in order for our children to adjust to new learning situations.



Growing healthily

Equally as important to us is the development of the whole child. Feeling safe, happy and valued is a fundamental right of all pupils. Our inclusive-rich ethos provides the backdrop to our personal development and wellbeing provision which is skilfully interwoven into all that we do. All pupils are supported to develop a strong understanding of the importance of good physical and mental health, whilst also learning a whole range of factors and influences that can have a negative impact on us. Making, nurturing and maintaining healthy relationships, both on and offline, equips children with the strength and security to recognise what they want and need in life. We believe a strong understanding of e-safety forms a crucial part of being a healthy, well-rounded 21st century global citizen.



Knowledge of the world

When our pupils leave us at the end of Y6, we want them to feel so proud of themselves as people that they have the personal strength and self-confidence to find their place as positive global citizens. Through our carefully-planned provision, our pupils will experience a diverse and inclusive-rich experience that allows them to bank cultural capital as well as developing a secure understanding of the importance of equality. As well as a secure knowledge of British values, our pupils will have their minds and horizons broadened through diverse social, moral, spiritual and cultural experiences. Pupils will be regularly encouraged to revisit and extend their world-view, fostering tolerance, sensitivity and empathy to interact positively with others.