



Designing the Stopsley Curriculum

The start of our journey

In 2019, we decided to review our school curriculum, to ensure that it was tailored to meet the needs of the children of Stopsley and accurately reflected the school's vision and values. The National Curriculum states that each school should have: 'A school curriculum [that] comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.'

Throughout the design, we used academic research to guide our thinking. One of the strongest messages that resonated with us was that: "Schools need to focus on developing Character Skills alongside improving their pupil's academic attainment. It is not a question of either/or. Schools need to be doing both" (Social Mobility Commission Report 2013).

Our Vision Statement

We started by asking everyone in our community; staff, governors, parents and children 'what do we want children to leave with from their time at our school?' We focused on specific attributes, which fed into our vision statement:

We give our children the skills and mind-set to become confident, resilient change makers who are empowered to make a difference to their own lives, to their community and to their world, both now and in the future.

It was clear that our curriculum needed to be tailored specifically for the children to connect their learning to the world around them, support them to become creative, critical thinkers who demonstrate empathy and embrace the diverse community of Stopsley and our ever changing world.

The Global Goals

Once we had identified the skills and character we want to develop, we needed to find the best way to deliver the curriculum. Linking learning to the Global Development Goals enables us to do this in the most effective way possible for our children

The Global Goals were devised by the United Nations. They consist of 17 individual goals with 3 main outcomes in mind, to be achieved by 2030. These outcomes are:

- To end extreme global poverty
- To reduce inequality and injustice
- To tackle climate change.

All of our topics link to one of the Global Goals. As part of their learning, the children research that goal, find out why it has been chosen as a goal, and how it impacts them. Children are encouraged to identify a direct connection between the goal and their lives at home and they learn about the impact the goal has nationally and across the world. We encourage problem solving and meaningful action of the children, by asking them; what can we do ourselves towards achieving the goal? How will we do it? How will our changes affect us locally? Who can we contact locally to help us make an impact? How are we going to lead on it? How are we going to share what we have done and use it to make an impact locally/globally?

[#changemakers](#) projects empower the children to make that impact.

#changemakers projects

As part of our efforts to achieve the Global Goals, our children lead on our #changemakers action projects; where they design and complete a project related to the Global Goals that will support the goal locally, nationally and globally, empowering every child in our school to become #changemakers and change our world for the better.

Our Smart Council will canvas the views of every child in the school and determine what action we can take to raise the profile of these Goals and help to achieve them. The children will lead on the design and implementation of the project and report on the impact it has had on their lives.

Positive Learning Behaviours

We continue to promote our six positive learning behaviours which reflect the values and skills needed for future success (one learning behaviour for each half term). Each of our learning behaviours is represented by an animal and uses a chosen colour. This helps us to remember them all. Together, we have created a list of what each learning behaviour looks like and we regularly talk about this in class and in our assemblies and are celebrated with a certificate and special badge in our weekly celebration assembly.

Well-being

We aim to promote positive mental health and wellbeing for the whole school community (children, staff, parents and carers) and recognise how important mental health and wellbeing is to our lives in just the same way as physical health. We recognise that our children's mental health is a crucial part of their overall wellbeing and can have a huge impact on their learning. We are taking a whole school approach to promoting children's positive wellbeing, supporting children to become resilient, happy and successful as well as teaching them a range of strategies to solve problems when they arise.

As a school we have developed a mental health and wellbeing curriculum which runs alongside the PHSE curriculum. The children will be delivered a bespoke curriculum designed for the children of Stopsley and each child will have their own wellbeing journal with a range of support techniques and advice to use.

Topics and progression

Children come to our school to learn and make progress regardless of their individual starting point. We work hard to provide opportunities for children to do their best and plan learning opportunities that are varied, enjoyable and matched to the needs of your child. We employ a topic themed curriculum where connections in key concepts and skills are made and built upon across the curriculum, based on progression of skills documents written for each subject. A curriculum newsletter is sent termly to give families more information about what their child is learning through their topic.

For further information about our curriculum, please visit the curriculum pages on our website in the 'about us' section.