

## The Rushwick Curriculum: 'Learning to Live, Living to Learn'

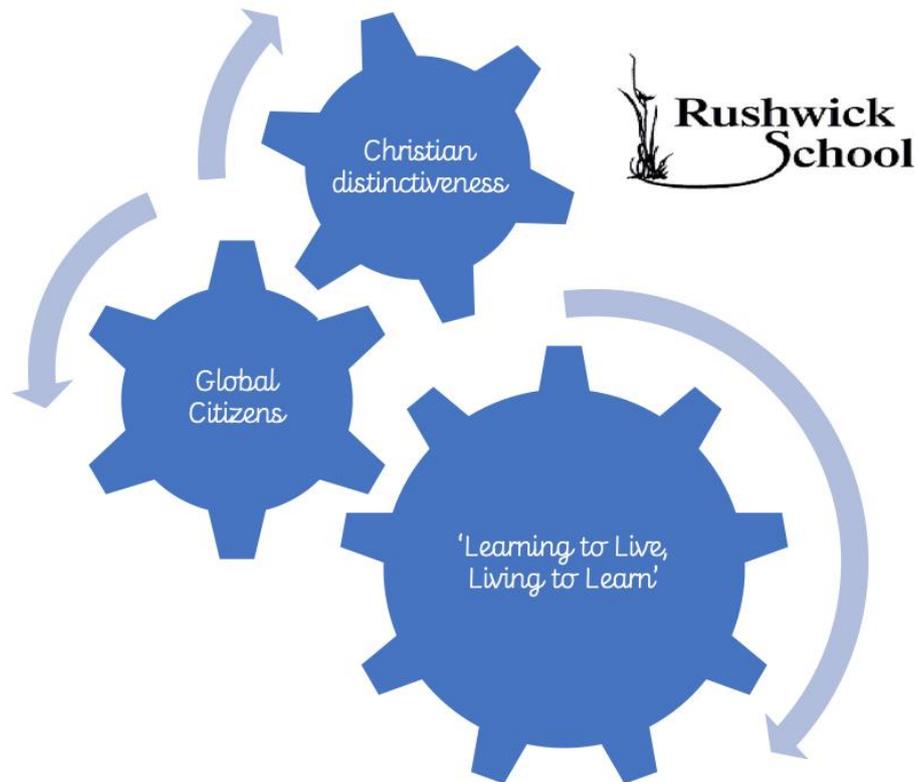
Rushwick C of E Primary School produces children who are well prepared for the challenges of the future and show kindness in all that they do. We pride ourselves in nurturing children who treat everyone the way they wish to be treated themselves, and in doing so safeguard our golden rules for living a happy life where we can also make a positive difference to the lives of others.

At Rushwick C of E Primary School, everything we do is about us 'learning to live and living to learn'. Our curriculum is rooted in growing our vocabulary and learning about the world around us, whether it be through helping to protect the environment, celebrating diversity of life in modern Britain, or immersing ourselves in current affairs.

Rushwick C of E Primary School offers a wide curriculum, taught as individual discrete subjects. Areas of learning are given exciting launches, to enable the children a chance to explore their learning in depth and a final celebration occurs at the end. A progression of learning has been carefully mapped from Reception to Year 6, noting cross curricular links where appropriate. Underpinning the pupil's learning, we promote whole school Christian values every half term, which are rooted in theology.

<b>Music</b>	<b>Science</b>	<b>PSHE</b>
<ul style="list-style-type: none"> <li>To express feelings, emotions and thoughts.</li> <li>To develop a curiosity and appreciation of all types of music.</li> <li>To understand, use and apply musical vocabulary.</li> <li>To grow children's skills as musicians of different discipline.</li> </ul>	<ul style="list-style-type: none"> <li>To equip pupils with the skills and knowledge in order to think and work scientifically.</li> <li>To acquire skills of problem solving, questioning and reasoning</li> <li>To develop an understanding of scientific processes, implications and the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>To guide pupils to a breadth of experiences which enrich and enhance their life skills.</li> <li>To equip pupils with the skills, knowledge and understanding to lead healthy lives.</li> <li>To support pupils to make positive, healthy choices in life</li> </ul>
<b>Geography</b>	<b>DT</b>	<b>Art</b>
<ul style="list-style-type: none"> <li>To foster a lifelong curiosity and sense of the world, its people and cultures.</li> <li>To know about and investigate a range of places including physical and human processes.</li> <li>To develop an appreciation and understanding of their local area and their place within it.</li> <li>To be able to link and apply their geographical skills across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Inspire children and promote practical, meaningful skills.</li> <li>To promote resilience.</li> <li>To foster enterprise skills for later in life.</li> <li>To guide pupils to analyse and evaluate, design, make and reflect.</li> </ul>	<ul style="list-style-type: none"> <li>Engage, inspire and challenge pupils to invent and create own works of art.</li> <li>To provide opportunities to express ourselves.</li> <li>To know about great individuals and the contribution of art in history and culture.</li> </ul>
<b>History</b>	<b>French</b>	<b>PE</b>
<ul style="list-style-type: none"> <li>To develop a chronological narrative of the past.</li> <li>To develop a coherent understanding of Britain in the past, including our local history and some of the world too.</li> <li>To foster questioning, critical thinking and transferable skills.</li> <li>To understand the concept of change and a sense of what has changed and how or why.</li> </ul>	<ul style="list-style-type: none"> <li>To instil in pupils a positive attitude and a curiosity towards learning languages.</li> <li>To provide stimulating opportunities to learn and communicate in French.</li> <li>To develop the foundations for further language acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>For pupils to develop positive attitudes towards health and activity.</li> <li>To ensure pupils lead healthy, active lives and understand and value the role of healthy living and physical activity.</li> <li>To give pupils an enriched access to a range of opportunities.</li> </ul>
<b>Computing</b>	<b>RE</b>	
<ul style="list-style-type: none"> <li>To promote computational thinking through a range of technologies.</li> <li>To understand how to safely and effectively engage in the digital world.</li> <li>To understand the different purposes, including knowledge acquisition and creativity, which technology can be used for.</li> </ul>	<ul style="list-style-type: none"> <li>To know and understand a range of religions including their beliefs and practices, locally and globally.</li> <li>To be able to express our own ideas about religion including our own beliefs.</li> <li>To be able to engage with religious and non-religious ideas inclusively, respectfully and thoughtfully.</li> </ul>	

Discussions amongst some of our children (chosen by their peers to represent the school as 'Curriculum ambassadors') have enabled us to categorise the following three principles for how the curriculum at Rushwick is best represented.



Our Curriculum ambassadors held class discussions within their year group to find out what our pupils felt our Curriculum offer should entail. What made them excited about learning? What key skills did they feel it was important that Rushwick Primary School pupils left the school with? A lot of suggestions were shared and after analysing the suggestions, three overriding principles were clearly evident. Some of the principles are interconnected and to show the fluidity between them they have been placed on a cog mechanism to emphasise how they all have to drive forward together in motion, which represents the Rushwick C of E Primary School learning experience.