



Feniscowles Primary School

Striving for Excellence

What is 'Curriculum'?

It is important to understand what is meant by curriculum. It often means quite different things to different people. At *Feniscowles Primary School* we break this down into specific components:

The School Curriculum

This is the combination of subjects studied within a school year and in sequential years as the learner moves through the school.

The Subject Curriculum

This is the content, knowledge and skills contained within a specific subject applied across sequential stages of each child's learning as they move through school.

Co-Curricular

This is the valued educational activities that support learning beyond the school curriculum, which the school encourages and supports. We do not see these opportunities as 'extra-curricular' as they are essential components that support the school's curriculum.

The Experienced Curriculum

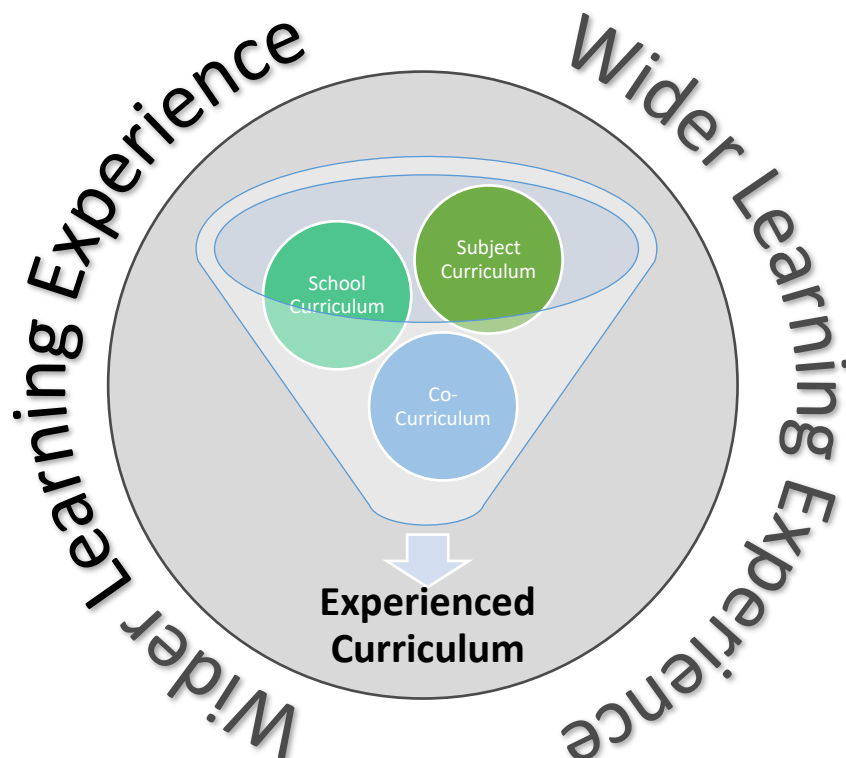
This is the learning learners receive because of the whole educational experience the school provides. This includes the impact of the school curriculum, teaching approaches, the co-curricular curriculum and the learning environment.

The Wider Learning Experience

The **experienced curriculum** in our school provides a learning experience that is more than the sum of the subjects and activities undertaken by learners, and certainly more than the outcomes of statutory assessments.

Learning does not begin or end in classrooms, but permeates the school environment and broader community.

Inter-dependant elements such as our vision and values, teaching quality, environment and resources work together as we '*Strive for Excellence*'





Where did our curriculum intent start?

As the curriculum is designed to take our learners on a developmental journey towards the next stage of their life, we have taken the time to reflect on what we need to achieve with our curriculum for a **'Feniscowles Child'** to ***Live Life in its Fullest***.

Before designing our curriculum intent, we decided to look carefully at:

- ***Our Learners's developmental starting points***
 - Typically, our learners arrive at school in line with the expected milestones in their development journey, but with some weaknesses in speaking, listening and language acquisition. This is an increasing challenge for all schools, partially due to the rise of digital media.
 - COHORT specific differences to the 'typical' starting point are seen each year.
- ***Our learners's community, ethnicity and faith;***
 - Our learners come from a wide area, with different community pressures. However, typically our learners live within white British communities, and attend a school that is 98% white British which is not representative of Blackburn with Darwen or the United Kingdom as a whole.
 - Our families do not follow the pattern of Blackburn with Darwen with regard employment. Most of our families are working parents, which has implications on time. Many learners attend before and after school clubs due to childcare pressures.
 - Typically, our learners do not come from a faith background.
- ***Our learners's existing cultural capital;***
 - Typically, our learners have varying levels of cultural capital, with large gaps in some areas. E.g. spending time with learners from other cultures, visiting galleries and staying away from home.
- ***Mental Health and Wellbeing***
 - Mental health problems are a growing public health concern.
- ***Blackburn with Darwen's wider context;***
 - Blackburn with Darwen is a culturally diverse borough, which played a key role in the industrial revolution practices and development through the Victorian Era. The later decline in heavy industry has required the borough to establish new industries and employment markets.
- ***Employability and future prosperity.***
 - Our curriculum should reflect the diverse needs of the workforce and provide the knowledge and skills for our children to have a rich life of meaningful employment
 - We want our learners to be prosperous and follow aspirational pathways.
 - We recognise that future employment opportunities will entail jobs that do not yet exist.
- ***Secondary school destination.***
 - There are multiple future destinations for our learners. Our learners must be ready for their next stage of their educational journey in contrasting contexts to their schooling at Feniscowles Primary School
- ***What the future might hold for our learners in life***
 - This is great unknown. We must prepare our learners for a future that is yet to be defined and will change beyond our current comprehension and control. The potential for our lives to be affected by **Volatility, Uncertainty, Complexity and Ambiguity (VUCA)** in the world is certain, therefore the skills and characteristics developed must be robust enough to help navigate the challenges and evolve accordingly. The global pandemic of 2020 perfectly highlighted this.
 - The future holds a multitude of exciting opportunities and experiences that the children are not yet aware of, including living in a world of awe and wonder.



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What helped shaped our decisions?

We have a National Curriculum that all schools must follow, which has provided us with a starting point for our School Curriculum. We use this as a starting point only, not a 'capped curriculum'.

We took each subject within the National Curriculum and looked at best practice before deciding on our approach. This included EEF (Education Endowment Foundation), wider school networks, tailored consultancy, independent providers and our own research.

We looked at the contextual information for our learners and developed additional elements to enhance the School Curriculum and Wider Experience. This included creating a carefully planned co-curriculum curriculum.

We utilised available statistical data for Blackburn with Darwen regarding local context

Currently five areas make up over half the businesses:

- professional scientific and technical services
- retail
- business administration and support services
- manufacturing
- construction

Around 7 in ten jobs are found in the main sectors of; health, manufacturing, wholesale and retail.

Employment levels are below the national average.

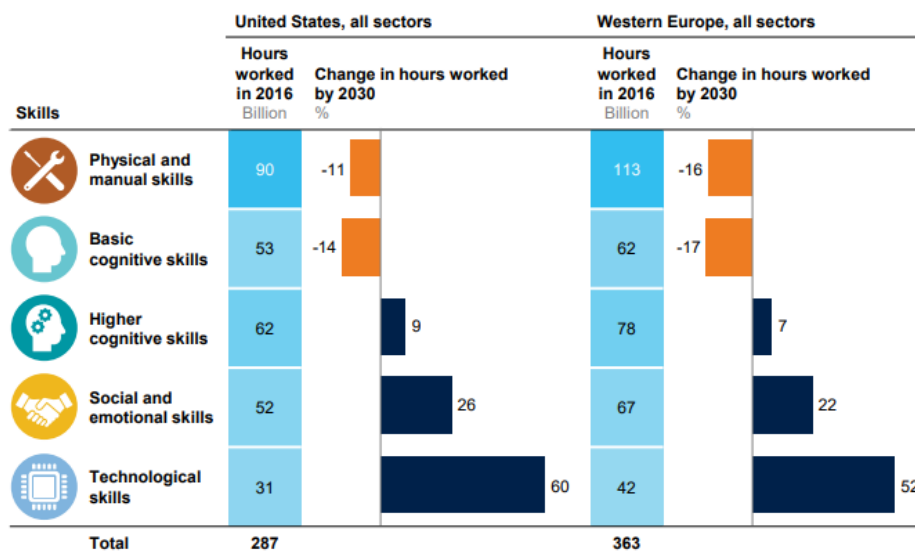
In Blackburn with Darwen almost 70% of the population was white. The proportion of the population who are BME, at 31%, was by far the highest in the Lancashire-14 area. The rate was three times greater than for Lancashire-14 and regional averages. Almost 45,500 people in Blackburn with Darwen were in the BME category.

We utilised data from the World Economic Forum to highlight trends in workforce requirements.

Automation and AI will accelerate the shift in skills that the workforce needs.

Based on McKinsey Global Institute workforce skills model

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We established contributions from parents through questionnaires and focus groups at the design stage to ensure it met the needs of our community. High priorities were highlighted:

- strong moral principles;
- confident communicator;
- happy at school and enjoy learning;
- to develop positive relationships and be socially confident;
- develop transferrable learning skills;
- be physically and mentally healthy;
- to develop practical and creative skills alongside traditional academic ones;

Our parents wanted our curriculum to address the changing world, including:

- use of social media and its impact
- job opportunities and being skilled for an automated world and the increase of Artificial Intelligence;
- lost learning due to Coronavirus pandemic;
- being safe in all aspects of life

Throughout our decision making we utilised research about effective pedagogy, both at subject level and more broadly around teaching and learning. We have ensured that our chosen approaches meet the needs of our learners and are rooted in excellence. Primarily this focused on creating 'agile learners' ready for the next stage of education and life.

We utilised information and statistics from the Mental health Foundation.

- Mental health problems are one of the **main causes of the overall disease burden** worldwide.
- Mental health and behavioural problems (e.g., depression, anxiety and drug use) are reported to be the primary drivers of disability worldwide.
- Major depression is thought to be the **second leading cause** of disability worldwide and a major contributor to the burden of suicide and ischemic heart disease.
- It is estimated that **1 in 6** people in the past week experienced a common mental health problem.



What is our Curriculum Intent?

Our curriculum vision is to develop 'A Feniscowles Child' who can 'Live Life in its Fullest'.

A child who **'Strives for Excellence'**; has learning agility; a resilient character; a sense of identity and a morally principled outlook A **'Feniscowles Child'** will be highly literate, numerate and will have the oracy skills to communicate with confidence. The **'Feniscowles Child'** will be ready to succeed and adapt as they embrace the opportunities life brings, whilst navigating the uncertainties of an unknown future.

To achieve this, our school curriculum:

- Provides a broad and balanced curriculum that is truly comprehensive and accessible to all learners, especially those with SEND (Special Educational Needs and Disabilities) or experiencing disadvantage.
- Covers the National Curriculum, but is not limited by it. To achieve our vision key curriculum enhancements are chosen as required
- Works within the theory of constructivism, building learning progressively from entry to EYFS (Early Years Foundation Stage) through to Y6.
- Affords opportunities for all learners to develop a high level of literacy and numeracy needed for success in the wider curriculum and in adult life.
- Places reading at the heart of its design and implementation, fostering a love of reading for all (including teachers!).
- Delivers opportunities for learners to develop transferrable learning skills to allow them to be an 'agile learner' in VUCA world.
- Provide opportunities to use robotics and computer equipment throughout the curriculum
- Enables ambitious standards of academic achievement where outcomes empower learners to progress to the next stage of their academic journey with confidence.
- Expands learners' perspectives through a range of spiritual, moral, social and cultural opportunities to promote their sense of moral and social responsibility underpinned by our values of: **endeavour, respect, integrity, diversity, compassion and forgiveness.**
- Supports learners to live life in modern Britain and in a culturally diverse borough, understanding the value of a diverse community
- Provides the opportunity to explore world faiths
- Enables learners to be socially confident with good communication and oracy skills.
- Ensures that all learners can thrive and develop as healthy individuals and good citizens, both locally and globally.
- Ensures that all learners understand how to stay safe in all aspects of life, building healthy relationships and staying safe online.
- Will utilise relevant technology to develop technical skills and digital literacy, including robotics
- Fosters a strength of character, and resilience that will help learners to cope with choices and overcome the challenges they are likely to meet in a VUCA world (Volatile, Uncertain, Complex, Ambiguous), whilst promoting
- Provide opportunities to see the awe and wonder our world provides and recognise the wealth of opportunities ahead of them in life.
- Provides a suitable range of opportunities and experiences to enrich the experienced curriculum and develop cultural capital for all learners.



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- Provide opportunities to promote employment and careers in a wide variety of sectors

Each subject Curriculum:

- Has been carefully created to achieve our vision to create a **'Feniscowles Child'**.
- Has a clear intent and implementation strategy aligned to our school curriculum intent.
- Is supported by 'Connected Experts' who offer high quality developments and training as needed.
- Is logically sequenced and progressive to ensure knowledge is extended, skills are developed and understanding is deepened over time from EYFS to Y6.
- Ensures learners work with continuity with greater complexity as they move through school, supported by clear assessment frameworks and tracking procedures.
- Provide clear opportunities to develop learning skills to develop an **'Agile Learner'**
- Is designed to promote our school values, love of reading and keeping safe and healthy.
- Provides wider enrichment opportunities for all learners in a pre-planned and progressive way.