

# *INSPIRE*

## *Curriculum Overview*



*The Beacon CE Primary School*  
*2021-22*



*At The Beacon CE Primary School, our INSPIRE Curriculum is built around the National Curriculum, enriched to reflect the children and community we teach in.*

*As a church school our Christian ethos and school values are the heart of everything we do.*

Our INSPIRE Curriculum:

- *develops the **INDIVIDUAL** - values, attitudes, knowledge, skills and understanding*
- ***NURTURES** curiosity and creative thinkers*
- *is broad, balanced and has clear progression in subject knowledge and application as a **SKILL***
- *is filled with rich **PURPOSEFUL** first-hand experiences and uses expertise beyond the classroom*
- *develops **INDEPENDENCE**, resilience and perseverance to always be our best*
- *is flexible and **RESPONSIVE** to individual needs and interests*
- ***EMBRACES** children's knowledge and understanding of the developing world we live in, modern-cultural Britain and our own diverse community*



***At The Beacon our INSPIRE Curriculum aims are achieved by:***

**Values Curriculum**

*Our curriculum is underpinned by 12 Christian Values*

- |                     |                   |                     |                    |                   |                     |
|---------------------|-------------------|---------------------|--------------------|-------------------|---------------------|
| <i>Thankfulness</i> | <i>Trust</i>      | <i>Perseverance</i> | <i>Justice</i>     | <i>Service</i>    | <i>Truthfulness</i> |
| <i>Generosity</i>   | <i>Compassion</i> | <i>Courage</i>      | <i>Forgiveness</i> | <i>Friendship</i> | <i>Respect</i>      |

**Core Curriculum**

- |              |                |                            |                |
|--------------|----------------|----------------------------|----------------|
| <i>Maths</i> | <i>English</i> | <i>Religious Education</i> | <i>Science</i> |
|--------------|----------------|----------------------------|----------------|

**World Curriculum**

- |                       |                          |                  |                           |
|-----------------------|--------------------------|------------------|---------------------------|
| <i>Geography</i>      | <i>History</i>           | <i>Computing</i> | <i>French</i>             |
| <i>Art and Design</i> | <i>Design Technology</i> | <i>Music</i>     | <i>Physical Education</i> |

**Personal Development**

*PSHE/SMSC and British Values*

*Personal, Social, Health education is woven into everything we do.*



## Our Values Curriculum

*Our Values Curriculum is made up of Christian Values, which are embedded in the life and work of the school and its community. We focus on one value each half term over a two-year cycle. Our vision and values are at the core of everything we do. They underpin our school vision, which is:*

- To provide a happy, safe and caring community that that prepares our children to be confident and happy citizens who are successful both in school and the outside world.*
- To have high expectations of pupil achievement through challenging, creative and engaging learning experiences which meet the needs of all learners and develop in them a desire to succeed.*
- To lead by example so that pupils are encouraged to view perseverance and resilience as integral to their journey to success and personal growth and to have a pride in their achievements.*

*This is achieved through:*

- Daily acts of collective and class worship*
- Ethos afternoon planned by Ethos PLT group*
- Worship leaders leading acts of worship*
- Our code of conduct*
- Celebration worship to celebrate a range of achievements*
- Our reflective areas and spiritual garden*
- Social, Moral, Cultural and Spiritual development within the curriculum*
- Close links with parents and the wider community.*



*From this we aspire for our pupils to:*

*Be good Christians that follow Jesus, sharing his love in all that we do.*

*Be positive members of their community.*

*Act as role models for other to follow.*

*Lead a safe, healthy and happy life.*

*Go out into the world and be good citizens.*



## Our Core Curriculum

***Our Core Curriculum focuses on the knowledge and skills we need to succeed in life.***

*The core areas of the curriculum aims are:*

- *To provide children with the knowledge and skills they need to read and be able to access to a range of reading materials.*
- *To be able to express themselves creatively and imaginatively and to communicate with others in written and spoken form.*
- *To develop skills in writing, including grammar, punctuation, spellings and handwriting.*
- *To equip children with the tools to solve problems and reason about maths through their learning about number, algebra, geometry and statistics.*
- *To learn to calculate efficiently using a range of mental and formal methods.*
- *To stimulate and excite curiosity about the world around them in science.*
- *To learn more about our own faith and the faiths of others learning about and from religion.*

*This is achieved through:*

- *A clear purpose for learning.*
- *Well-planned lessons that provide feedback to children to ensure they know how to progress.*
- *Providing children with various opportunities to apply their skills in a range of contexts.*
- *Cross-curricular links within all subjects.*
- *Close links with parents/carers.*



## INSPIRE Curriculum 2021-22

*From this we aspire for our pupils to:*

*Be literate and numerate and ready for their next step in life.*

*Set high standards for themselves.*

*Aim to always work hard and reach their potential.*

*Feel successful and love learning across all the core areas.*

*Be aspirational in life, looking to their future and where and what they want to be.*

*Understand other cultures and religions, treating everyone as an equal.*



## Our World Curriculum

***Our World Curriculum focuses on the understanding the past, the world and our unique culture and setting.***

*The world areas of the curriculum aims are:*

- *To inspire and challenge all children.*
- *To develop the whole person – knowledge, skills and understanding across a range of subject areas and topics.*
- *To make links to local, national and international issues that affect us.*
- *To give children exciting and imaginative learning experiences including first-hand experiences.*
- *To ensure a balance between skills, knowledge and pupils interests and needs.*
- *To develop social and emotional learning so that our pupils are self aware, foster positive relationships with others and achieve personal well-being.*

*This is achieved through:*

- *A clear purpose for learning.*
- *Wide range of resources and enrichment activities.*
- *Project based learning where appropriate.*
- *Collaborative learning opportunities to develop social skills.*
- *Demonstrating learning in different ways.*



## INSPIRE Curriculum 2021-22

*From this we aspire for our pupils to:*

*Be creative thinkers and collaborative learners.*

*Connect their experiences to those of others in school and around the world.*

*Have a growth mindset and know they can achieve anything.*

*Know the value of arts and culture to themselves, people and the world.*

*Be lifelong learners equipped with knowledge and skills for a successful future.*



### What does the INSPIRE curriculum look like?

- *The use of first-hand experiences underpins the curriculum.*
- *The Core Curriculum of English, Maths, Science and Religious Education are taught discreetly.*
- *The World Curriculum has elements that are taught discreetly such as MFL, PE, Computing and PSHE where appropriate.*
- *Specialist sports coaches deliver PE.*
- *DT is taught in week blocks.*
- *Learning objectives for lessons are taken from the National Curriculum and is made clear in their work and will focus on knowledge, leading to the development of subject specific skills.*
- *Work from lessons can take many formats in both individual books whole class records. Evidence need not be onerous and may take one of the following forms;*
  - *Written task*
  - *Activity based task in books*
  - *Self reflection or account of an experience*
  - *Photographic evidence including PicCollage (without pictures of children's faces)*
  - *Electronically through the use of apps and websites to complete online tasks (Seesaw)*
- *There is evidence of writing across the curriculum with children showcasing their knowledge through a piece of writing.*
- *Philosophy for Children (P4C) is planned to fit into difference subjects and topics, and evidenced in a range of ways.*



## *Teaching and Learning in the INSPIRE Curriculum*

- *Teaching focuses on the acquisition of knowledge and the application of this in different contexts.*
- *Learning is carefully sequenced and set out so that progression is built into the content of each subject.*
- *Knowledge organisers are used to support teacher's planning and outlining key knowledge for a topic.*
- *Children revisit learning through regular quizzing and retrieval practice, which gives children the opportunity to recall key knowledge. This allows children to commit new information to their long-term memory and make learning stick.*
- *Learning is planned in subjects with appropriate links between vocabulary and content, which develops stronger links in long-term memory.*
- *Children will have the opportunity to recall and apply their learning in equal amounts to demonstrate what they have learned.*



## Planning the INSPIRE Curriculum

Planning			
Form	Intent	Implementation	Impact
Long term	<ul style="list-style-type: none"> <li>To provide teachers with a clear overview of learning in their year group.</li> <li>To provide children with clear sequenced learning.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum strategy group and subject leaders set out the long-term plan for all subjects.</li> <li>Teachers follow the long-term plan for their year group.</li> <li>Curriculum strategy group and subject leaders monitor the implementation of the long-term plan.</li> </ul>	<ul style="list-style-type: none"> <li>Children have a coherent, well-sequenced curriculum that builds on prior knowledge.</li> </ul>
Medium term	<ul style="list-style-type: none"> <li>To provide teachers with a clear overview of learning for a topic.</li> <li>To outline key knowledge for teachers and children.</li> <li>To provide children with clear, sequential learning for a specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use the topic overview to complete short-term planning.</li> <li>Knowledge organisers are shared with children and parents at the beginning of a topic.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers develop their subject knowledge.</li> <li>Children are taught coherent, well-sequenced, knowledge driven units of work.</li> </ul>
Short term	<ul style="list-style-type: none"> <li>Teachers plan learning for each lesson as outlined in the topic overview.</li> <li>Teachers have a clear path to teach a knowledge driven unit of work.</li> <li>Learning is broken down into smaller units to develop a coherent narrative of learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers create a short-term planning document that covers the key content</li> <li>Lessons are delivered with a knowledge focus through careful planning.</li> <li>Links between other lessons are clear.</li> </ul>	<ul style="list-style-type: none"> <li>Children develop their knowledge over a sustained period of time.</li> <li>Children have the opportunity to recall and apply their learning.</li> </ul>



### Lesson design principles in the INSPIRE Curriculum

- All of these teaching principles are taken or adapted from [Rosenshine's Principles of Instruction](#)
- These can all be found in the 'Essential Ingredients to Learning' as part of the Teaching and Learning Policy

Teaching principle	Implementation
Review	Review learning with the use of retrieval practice e.g. Multiple choice quizzes and quizzing using a knowledge organiser.
Small steps	Present new learning in small steps, linking to prior learning and moving on when new content is mastered.
Model	Model worked examples and teacher thinking to ensure steps are clear. Insist on model being followed.
Questions	Question children's understanding with a range of question types to determine how well material is learned.
Check	Check what pupils know using reasoning and problem-solving questions.
Guide practice	Build in time for additional practice to commit learning to memory.
Independent practice	Independent practice to produce 'overlearning' so new learning can be recalled automatically.
Scaffold	Use temporary supports to assist learning including modelling, cue cards, checklists etc.
Challenge	Pitch expectations and content to challenge ALL learners. Develop thinking skills.
Visual prompts	Learners can use these to support their understanding of written and spoken instructions.



### Key definitions in the INSPIRE Curriculum

Feature	Explanation	Feature	Explanation
Retrieval practice	The act of recalling information with some delay from delivery. The more a children practises getting knowledge 'out' of their brain they more they will recall.	First-hand experiences	Enrichment is the key driver of the INSPIRE Curriculum and should be used to develop children's knowledge. These experiences may also develop other skills for children.
Knowledge organisers	An A4 document that includes key content for a topic set out in columns to make it clear.	Essay lesson	At the end of each topic, children are be given the change to write at length about their learning. The genre of these pieces will be appropriate to the children's age.
Multiple choice quizzes	A short quiz based on previous learning. Each question will have 3 or 4 options including misconceptions. These should be used at the start of lessons and at the end of a topic.	Knowledge driven	Learning is driven by the accumulation of knowledge, carefully sequenced in long and medium-term planning. Knowledge is then applied in a range of contexts, which develops domain specific skills.
Key content	The main learning for a topic, focusing on the most important parts. This will not be all that the children learn.	Long-term memory	The phase or type of memory responsible for the storage of information for an extended period of time.
Key vocabulary	The main vocabulary required to access learning in the topic. All children should be able to use these words and understand their definitions.	Short-term memory	The capacity for holding, but not manipulating, a small amount of information in mind in an active state, readily available for a short period.