



Curriculum at The Wisdom Academy

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<i>Head Teacher</i>	<i>Signed</i> <i>Sakhanat Ali</i>	<i>Date</i> <i>05/09/2023</i>

Introduction

At Wisdom, we are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners. We will aim high, striving for every child to achieve more than they thought possible. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all where children feel safe to try new things.

Values

Our school curriculum is underpinned by the Islamic moral values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community. We organise our curriculum so that we promote cooperation and understanding between all members of our community irrespective of their religious background.

We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Aims and objectives

The aims of our school curriculum are:

- To provide an Islamic environment and ethos within the school
- to enable all children to learn and develop their skills to the best of their ability;
- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Promote fundamental British values.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- For all pupils to make the best possible progress and to achieve the highest possible attainment.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

- Provide children with an inspiring and enquiry based curriculum to promote creativity and a thirst for learning.

A broad and balanced curriculum is not just the timetabled subjects; it is every student's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, how to behave, how to have tolerance of others and good mental health.

The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law.

We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum. We believe that all students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

Implementation

Through clear strategic planning, our curriculum provides not only memorable experiences but is rich in opportunities from which the children can learn and develop transferable skills.

In order to ensure that progression and balance is maintained, the programmes of study are developed into medium term plans which clearly highlight the learning objectives and assessment opportunities.

Weekly planning is then differentiated to the needs of each class, linking to prior learning, resourced and includes questioning prompts to promote challenge as well as to scaffold. Teachers plan and tailor units of work and lessons to address the specific individual needs of pupils so that all pupils are able to reach their full potential regardless of their starting point.

Our Early Years setting follows the curriculum as outlined in the September 2021 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Organisation and planning

We plan our curriculum in three phases. We agree on a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We take our medium-term planning directly from the curriculum documents. We utilise the schemes of work primarily English from Literacy shed, White rose for Maths, Science and topic from Twinkl. The Islamic Studies curriculum is from Safar Publications.

Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and there is planned progression in all curriculum areas.

We allow our teachers flexibility in the way that the schemes of work are implemented, giving priority to pupils understanding core topics over completing units within a given time frame.

Monitoring and review

The curriculum has been reviewed with senior leaders, middle leaders and teachers.

Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- Proper provision is in place for pupils with different abilities and needs.

All staff will ensure that the school curriculum is implemented in accordance with this policy.

Core Subjects

English

At Wisdom, we believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We aim to deliver quality teaching of basic and higher order reading, writing and listening skills to enable children to become confident and successful in their literacy.

Reading

Intent:

Our Reading curriculum will instil a personal love of reading for all children. Children will become fluent and confident readers whilst engaging with a stimulating range of texts from a variety of genres in both fiction and non-fiction. Through this curriculum, children will develop and nurture the essential skills of word reading and comprehension.

We believe in developing a reading culture throughout the school by encouraging high-level, independent readers who show an awareness of the skills required for reading. This is achieved through a newly designed curriculum that focuses on the VIPERS skills (vocabulary, inference, prediction, explanation, retrieval and sequence/summary).

All children also have access to a newly renovated library that is warm, welcoming and an experience for all. High priority is given to teaching reading in explicit lessons up to at least twice a week. The children are immersed, as a class, in a rich and engaging text; these texts are chosen for their topical links, modern themes or classic features.

During these lessons all children are exposed to the word reading and comprehension skills necessary for a well-rounded and independent reader. The focus of these lessons are closely linked to the end of year expectations for each year group. Our method of teaching reading ensures all children are able to develop their verbal reading skills and their comprehension and understanding needed for high level questioning.

Children are expected to undertake reading as part of their weekly homework and all pupils should be reading at least 4 times a week. In Key Stage One, children are supported with their daily reading by an adult. This becomes less frequent in Key Stage Two as they choose to read more independently, however, adults actively track their children's reading at home and record any comments or discussion in their reading records. This is a vital role for parents to play in improving their child's reading.

Children are also actively encouraged to join the mobile library bus which visits the school once a week. Every child at Wisdom has a library card and are active users.

DEAR (Drop everything and read) drill is scheduled once a week. Pupils immediately stop what they are doing and read for 20 minutes.

The culture at Wisdom is that every child is expected to have a reading book on their table to read at any opportunity during the day.

Every Tuesday we have a parents reading morning with their child from 8.30-8.50am, this is to create a healthy reading culture at home too.

Phonics

Here at Wisdom we stream for phonics. This means that each teacher and support staff takes responsibility for a phase within the letters and sounds framework. The children are taught by this person for phonics everyday.

Below you will find what is taught and expected at each Phase throughout the programme.

Phase 1

Activities in Phase 1 are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting. Below you will find out what each aspect aims to achieve.

Aspect 1 - General sound discrimination - Environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

Aspect 2 - General sound discrimination - Instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 - General sound discrimination - Body Percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Aspect 4 - Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 - Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Aspect 6 - Voice Sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the adult sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

Aspect 7 - Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.

Phase 2

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word **sat**.

They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap** from a small selection of magnetic letters.

Tricky Words

Below you will find the tricky words that are taught in Phase 2.

to
the
no
go
I

Phase 3

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

Tricky Words

he	she	we
me	be	was
you	they	all
are	my	her

Phase 4

When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.

Children will also have begun reading straight forward two-syllable words and simple captions, as well as reading and spelling some tricky words.

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

Tricky Words

said have like

so do some

come were there

little one when

out what

Phase 5

Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.

Tricky Words

oh their people Mr Mrs looked called asked could

Phase 6

At the start of Phase Six of Letters and Sounds, children will have already learnt the most frequently occurring grapheme–phoneme correspondences in the English language. They will be able to read many familiar words automatically.

When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out.

At this stage children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.

Writing

Intent: Our Writing curriculum will allow children to develop and thrive with the transcription and composition elements of writing. Children will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Children will find writing engaging and enjoyable by writing based around a range of exciting stimuli and understand the importance of writing as a life-long skill.

We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in topics, talk and preparation for writing is essential to the writing development process. We teach writing through teacher led class composition, guided writing with small groups, independent writing and in the EYFS providing many opportunities for child-initiated developmental writing.

Grammar and punctuation are explicitly taught, and children develop a good understanding of how to use these correctly. Writing is always for a purpose, often linked to class topics and teachers are encouraged to make full use of the school environment to provide opportunities for stimulating writing ideas.

Writing is promoted across all areas of the curriculum and classrooms and corridors are vocabulary-rich environments. In order to promote writing to all pupils, planning is closely linked to the topics taught that term which will stimulate the children's interests and immerse them in the theme for the term. Children develop an understanding of the requirements of each text type and have good examples to follow before being asked to produce their own. Pupils are given opportunities to write at length and a piece of work may take several days to complete as they go through the writing, editing and publishing process.

Spelling, Punctuation and Grammar (including phonics)

The school follows the *Letters and Sounds Phonics* programme on a daily basis. This follows a lesson structure which embeds previous learning, providing opportunities for the pupils to practise their learning in addition to teaching the next step.

Phonics is streamed at school. When it comes to streamed classrooms, students learn at their convenience without fear of being left behind. Here are some benefits of streamed learning:

- The confidence of students is improved, as everyone has similar abilities. This promotes healthy competition.
- Classmates motivate one another as they understand each other's abilities.
- Students move to the next phase together, as there is no difference in their learning abilities.

Children in Year 1 participate in a statutory National Phonics Screening Check. Those identified as needing additional support will continue to be taught phonics until they are secure with this.

Children's phonological awareness and spelling strategies are regularly assessed and this informs teaching.

In Key Stage 2 children are given greater responsibility for developing their own spelling in addition to

the school spelling scheme. Word banks related to topics and the end of phase spelling lists are often used. Children in KS2 focus on learning the spelling patterns and words from the National Primary Curriculum. They have discrete spelling teaching at least twice a week and homework based on these patterns. Children are taught to employ their knowledge of sounds, patterns and to look for links in words to find effective methods for their own use and we understand that no one method will work for all.

Grammar and punctuation are taught explicitly as well as forming part of each lesson and identified in marking, with children in KS2 completing regular spelling, punctuation and grammar tests in preparation for the end of KS2 assessments.

Maths

Mathematics is a body of knowledge which provides a way of viewing and making sense of the world. It can be used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. Maths is a proficiency which involves confidence and competence with numbers and measures.

At Wisdom, we use Whiterose from Year 1 to Year 6. Whiterose is a whole class mastery programme designed to spark curiosity and excitement and to help nurture confidence in Maths.

Through Maths lessons it is our aim:

- To develop enjoyment of mathematics and a confident approach.
- To experience a sense of achievement regardless of age or ability.
- To develop mathematical understanding and skills through a practical approach, enabling children to apply their knowledge to everyday situations and problems.
- To develop the children's abilities to use mathematical language to talk about their methods and explain their reasoning.
- To ensure that all children understand the number system and can use a variety of computational strategies: oral, mental and written.
- To develop children's abilities to approach mathematical problems and puzzles in a systematic way.
- To match learning experiences to the abilities and needs of the children.
- To maintain a framework of learning throughout the school through which continuity and progression can be ensured.
- To understand and appreciate patterns and relationships in mathematics.
- To achieve mastery in maths.

Children in Reception are assessed through their day-to-day activities and observations using Tapestry. Marking and verbal feedback are used to provide feedback and support daily.

Science

- To stimulate and excite children's curiosity about phenomena and events in the world around them.
- To ensure that basic concepts and techniques are established thoroughly as a foundation for further learning.
- To develop scientific language, enabling children to talk about their methods and explain their reasoning.

- To stimulate enquiry into the nature of our environment and our place within it with a view to developing increasing environmental awareness resulting in young people with respect for our planet.
- To develop the confidence to apply what they have learned to a variety of situations and to realise the cross curricular links that are possible within the subject of science.
- To develop a set of attitudes which will promote scientific ways of thinking, including open mindedness, perseverance, objectivity and recognition of the importance of teamwork.
- To enhance pupils' practical skills involving: meticulous observation, accurate and appropriate measuring, the making and testing of hypotheses, the design of fair and controlled investigations, the drawing of meaningful conclusions through critical reasoning and the evaluation of evidence.
- To become effective communicators of scientific ideas, facts and data.

Religious Education

We aim to enable pupils to:

- Develop a knowledge and understanding of the 6 world religions, Christianity, Judaism, Islam, Sikhism, Hinduism and Buddhism.
- Recognise the influence of beliefs, values and traditions on cultural and community life.
- Have opportunities for personal reflection and pupils' Spiritual, Moral, Social and Cultural (SMSC) development
- Learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- Develop their sense of identity and belonging and enable them to flourish individually within their communities and as citizens in a multi-faith and multi-cultural society and global community
- Develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own
- Show discernment and enable pupils to combat prejudice.

Foundation Subjects

ICT

We are introducing the Teach Computing scheme to Years 1 – 6 which will ensure a thorough coverage of the National Curriculum objectives as well as clear progression between year groups. The Early Years Foundations Stage focus on developing key computing skills as well as an understanding of online safety. Each year group will be given an understanding of how computer systems work, an understanding of what data is and how it is used, given the chance to develop their programming skills and given the opportunity to create digital media.

We aim to:

- Ensure all children know how to be safe when using computing technologies and what

to do if an incident occurs.

- Ensure that all pupils have ready access to computing equipment in the classroom and throughout the school.
- Provide all pupils with equal opportunities as specified in the Equal Opportunities Policy.
- Enable pupils to build on their previous computing experiences.
- Teach pupils life skills and make them independent learners.
- Develop pupils' skill and confidence in their understanding and use of Computing
- Develop pupils' application of their skills.
- Use computing to support and improve learning and teaching across the curriculum.
- Teach pupils how to use computing equipment in the most effective way.
- Enable pupils to plan and assess their use of computing across the curriculum.
- Provide pupils with stimulating and challenging work using computing.
- Improve pupils' knowledge and understanding of the many uses of computing in modern society.

The key areas developed in Computing are:

- Computer science;
- Information technology;

PSHE

Intent: Our PSHE curriculum will encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. We believe that children are all individuals and this will be promoted through discussion and encouragement of tolerance.

We aim to provide pupils at Wisdom with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

All children learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The Twinkl programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- Have a sense of purpose.
- Value self and others.
- Form relationships.
- Make and act on informed decisions.
- Communicate effectively.
- Work with others.
- Respond to challenge.
- Be an active partner in their own learning.
- Be active citizens within the local community.
- Explore issues related to living in a democratic society.
- Show respect for all people whatever their faith, belief or culture.
- Become healthy and fulfilled individuals.

Humanities Curriculum

Geography

- Inspire in pupils, a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- Develop a growing knowledge about the world to deepen their understanding of the processes that give rise to the key physical and human geographical features of the world.
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.
- Develop their knowledge of the location of places of global significance, their defining physical and human characteristics and how they relate to one another.

Develop the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, globes and aerial photographs.
- Communicate geographical information in a variety of ways, including through maps and writing at length.

Assessment:

Assessments will take place after each completed unit and towards the end of the school year to assess and review pupil's progress and attainment. These assessments will be drawn from teacher assessment and formative assessments based on their development of geographical skills.

History

The aim of History teaching at Wisdom is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to Social, Moral, Spiritual and Cultural education by teaching how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by doing so, to develop the skills of enquiry, analysis, interpretation and problem-solving. History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources, allowing them to learn through discovery. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be

interpreted in different ways, and that they should always ask searching questions, such as 'How do we know?', about information they are given.

Creative Curriculum

Art

We use a variety of teaching and learning styles in Art lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities.

Units of work always include spending time appreciating the work of one or more artists. These might be older artists or those with a more modern style. Children examine at how the artist produced their artwork, rehearse the techniques themselves and then use these to produce work of their own in the same style.

Teachers draw attention to good examples of individual creative work as models for the other children and we encourage the children to evaluate their own work as well as the work of their peers. Within lessons, we give children the opportunity both to collaborate as well as work independently and have the opportunity to use a wide range of resources.

Design and Technology

We use a variety of teaching and learning styles in Design and Technology lessons. Our principal aim is to develop the children's knowledge skills and understanding. Within lessons, we give the children the opportunity both to collaborate and work independently and have the opportunity to use a wide range of resources. Children are taught to use a range of tools and to use these creatively. Children have the opportunity to understand and apply the principles of nutrition and learn how to cook. Children learn to critique, evaluate and test their ideas and products and the work of others. Teachers draw attention to good examples of individual creative work as models for the other children and we encourage the children to evaluate their own work as well as the work of other children.

PE

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of activities. Physical education promotes children's understanding of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle.

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and compete with each other and have the opportunity to use a wide range of resources.

Outdoor Learning

First-hand experience is fundamental to the productive and successful learning of children.

Learning Outside the Classroom' relates to any activity which uses the outdoors to enrich the curriculum.

Visits encourage an improved understanding of our surroundings, enrich the curriculum, have a positive effect on children's self-esteem and facilitate many skills including the ability to work with others. Educational visits are planned in advance, giving sufficient time for approval, risk assessments, for parents to give their permission for the visit and to collect necessary funding and equipment.

Wisdom aims to provide high-quality, progressive and frequent provision of Learning outside the classroom experiences, which promote personal development and well-being.

Wisdom aims to maximise Learning outside the classroom in order to:

1. Increase knowledge, understanding and appreciation of our locality and other areas which are different in nature and environment.
2. Develop confidence, independence, sense of adventure and responsibility, particularly towards personal safety and the safety of others.
3. Develop social skills through opportunities to explore situations different from the home/school environment.
4. Provide opportunities for the community to participate in the education of our children.
5. Develop partnerships with providers (e.g. outdoor, field study and environmental centres, farms, museums, sacred spaces, historic houses, theatres).
6. Celebrate achievement e.g. by using digital cameras; display; include details about activities and achievements in newsletters and on our website/learning platform.

Social, Moral, Spiritual and Cultural development (SMSC)

Intent-

At Wisdom, we strive to create a learning environment that promotes our pupils' Spiritual, Moral, Social and cultural development (SMSC). Equipping our pupils with the knowledge, skills, attitudes and values they will need to be healthy and respectful citizens and to succeed in their future lives.

Opportunities are provided throughout our curriculum, as well as assemblies and extracurricular activities:

- We encourage our pupils to be reflective through pupil voice.
- Develop opinions and points of view through class discussions.
- Celebrate achievements through weekly Celebration Assemblies.
- Encourage children to reflect on their own behaviour and develop coping strategies.
- Explore what is happening in the world

British Values

We teach British values at Wisdom throughout the curriculum and wider school, these include:

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual Respect
- Tolerance for those of different faiths and beliefs To do this our children will develop:
- An understanding of how citizens can influence decision-making through the democratic process.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An understanding that people having different faiths and beliefs (or having none) should be

- accepted and tolerated, and should not be the cause of discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.

Impact

Children will leave Wisdom ready for the next stage in their learning at secondary school. The curriculum will have provided a range of knowledge and skills to support them in their future endeavours.

The children will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The children will have a strong desire to embrace challenges and to be resilient learners. Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for others. Our children will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.