JOHN RANKIN SCHOOLS

MAIDEN ERLEGH TRUST



JOHN RANKIN SCHOOLS

Curriculum Statement

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Our School Mission

John Rankin Schools' Mission is to …

- **Prepare pupils for "Anything":** Equipping learners with the bravery, resilience, and adaptability needed to navigate an ever-changing world, rather than just preparing them for specific milestones.
- **Cultivate Composure:** Providing children with the time and tools to understand themselves, connect with their inner lives, and learn to think clearly under pressure.
- **Ignite Passion:** Fostering a vibrant culture where passionate, inspired staff naturally create passionate, inspired learners.
- **Prioritise Wellbeing:** Placing staff and pupil wellbeing at the heart of every decision by consistently asking: *What is its purpose?*, *What is the impact on children?*, and *What is the impact on staff workload/wellbeing?*
- **Celebrate Individuality:** Embracing the unique and exceptional diversity of our community, and helping every individual discover their personal purpose and 'element'.
- **Amplify Voices:** Encouraging curiosity, imagination, and debate, empowering learners to ask big questions, challenge the status quo, and shape their own futures.
- **Build Impeccable Character:** Modelling core values and high standards of conduct, ensuring our manners, integrity, and character set us apart.
- **Inspire Servant Leadership:** Inspiring everyone to act as leaders who use their values as a compass to serve and support their wider communities.
- **Honour the Present:** Treating childhood not as a rehearsal for the future, but as a rich, immediate experience where what happens *now* shapes who children become.

Our Intent

Curriculum Overview

- Every pupil will thrive academically, making ambitious and sustained progress across the curriculum and developing the knowledge, skills and character to succeed in an ever-changing world.
- Every pupil will become a fluent, confident and enthusiastic reader, unlocking access to the full curriculum and fostering a lifelong love of learning.
- Every pupil will deepen their understanding of the world through rich, high-quality texts that inspire curiosity, imagination and critical thinking.
- Every pupil will develop the confidence, independence and resilience needed to embrace future opportunities and flourish at the next stage of their education.
- Our carefully sequenced and cohesive curriculum ensures that knowledge and skills are built progressively, enabling pupils to make meaningful connections in their learning.
- Our curriculum empowers pupils to demonstrate deep understanding, achieve age-related expectations and strive for personal excellence.
- Our curriculum is designed to provide equity and opportunity for all, particularly disadvantaged learners, ensuring that barriers are removed and learning gaps are addressed swiftly and effectively.
- Our curriculum reflects our unwavering belief that every child is unique, exceptional and capable of achieving their full potential. It encompasses all National Curriculum subjects while providing meaningful opportunities for wider personal development.
- Our ambitious curriculum equips pupils with the knowledge, cultural capital and experiences needed to thrive in education, contribute positively to society and transform their futures.
- Oracy sits at the heart of our curriculum, enabling pupils to strengthen understanding, articulate ideas, challenge thinking and learn collaboratively through dialogue.

- High-quality, responsive teaching and assessment ensure every pupil is challenged, supported and empowered to achieve their very best.
- Through our curriculum, pupils demonstrate presence, understanding, risk-taking, possibility, love of learning and empowerment (PURPLE), becoming confident learners, responsible citizens and positive forces for change.

PD - Personal Development (Personal, Social, Health and Economic Education/Spiritual, Moral, Social and Cultural)

- Our curriculum empowers pupils to make informed choices about their physical and mental wellbeing, develop a strong sense of environmental responsibility, and become respectful, active citizens who understand and value democracy, individual liberty and the rule of law.
- Our curriculum develops confident, articulate and collaborative learners who communicate effectively, think critically and present their ideas with clarity, purpose and conviction.
- Our curriculum fosters a culture of inclusivity, compassion and understanding, enabling pupils to celebrate diversity, appreciate different faiths, cultures and perspectives, and contribute positively to both their local and global communities.

Implementation

Pedagogical Principles

- High-quality teaching provides a rigorous, engaging and ambitious learning experience within a rich, relevant and cohesive curriculum.
- Teachers use strong subject expertise to help pupils develop deep understanding and make meaningful connections across the curriculum.
- Lessons are carefully structured with clear learning questions, shared success criteria, expert modelling, targeted questioning, appropriate challenge and high expectations of behaviour, enabling all pupils to succeed.
- Knowledge is systematically revisited, retrieved and connected, ensuring that key concepts are embedded in long-term memory.
- Responsive assessment is used to secure understanding, demonstrate mastery and ensure pupils know more and remember more over time.
- Feedback, discussion and questioning deepen learning, strengthen recall and promote critical thinking.
- Reading and oracy are central to the curriculum, supporting language development and enabling pupils to become confident, independent writers.
- Pupils develop a rich academic and subject-specific vocabulary, enabling them to communicate their learning with confidence and precision.
- Pupils engage with high-quality texts that develop fluency, comprehension, inference and vocabulary.
- Pupils are empowered to work independently, selecting and using resources effectively to support their learning.
- Learning is celebrated and evidenced through pupils' work, enabling them to reflect on, articulate and take pride in their progress.
- Meaningful home learning opportunities extend and strengthen knowledge, skills and a love of learning beyond the classroom.

Phonics, Reading and Maths Schemes

John Rankin Schools follow the Read Write Inc. Phonics. Mathematics provision is developed from White Rose Mathematics and the NCETM Mastering Number programme.

Questioning, Assessment and Feedback

- Cold-calling (hands-down questioning) and effective questioning cycles promote curiosity, critical thinking and deeper understanding, enabling pupils to think and respond at increasing levels of complexity (Blooms Taxonomy)
- Disadvantaged pupils are prioritised through deliberate questioning and responsive teaching to maximise participation and progress.
- Clear Age-Related Expectations and Greater Depth outcomes enable pupils to demonstrate secure understanding, mastery and excellence across the curriculum.
- Assessment materials are standardised across the school and the timing of their use is planned for key points in the academic year.
- Formative and summative assessment inform teaching, ensuring learning is secure, embedded and built upon over time.
- Teacher assessments are moderated by subject leaders through our professional enquiry process.
- Pupils and parents receive clear information about attainment and progress, supporting strong home–school partnerships and shared aspirations for success.
- Feedback in books is timely, impactful and responsive, addressing misconceptions and deepening understanding through clear next steps and opportunities for reflective learning.
- Live verbal feedback supports pupils to reflect, improve and make progress towards their learning goals.
- Termly pupil progress reviews enable leaders and teachers to identify strengths, address barriers and accelerate achievement.
- Monitoring activities, including ‘book looks’, learning walks and pupil voice, drive continuous improvement and strengthen the quality of teaching and learning.
- Annual reports provide an accurate reflection of pupils’ attainment and progress, with outcomes informed by ongoing communication throughout the year – there are no surprises.

Enrichment Opportunities

- Pupils benefit from a rich programme of educational visits, visitors and first-hand experiences that inspire curiosity, broaden horizons and bring learning to life.
- All pupils are provided with access to a wide range of clubs, enrichment activities and wider opportunities that nurture their talents, interests and aspirations beyond the classroom.

Impact

Outcomes (Measurable and Visible)

- Teaching results in positive progress for all pupils, evidenced by pupils’ books, interviews and data.
- Pupils become fluent, confident readers who engage with high-quality texts for both learning and pleasure, enabling them to access the full curriculum and deepen their understanding of the world.
- Pupils develop the confidence to access the next stage in their education and are positioned to take advantage of the opportunities presented to them.

- Reading and oracy underpin learning across the curriculum, enabling pupils to think deeply, articulate ideas and express themselves effectively.
- Pupils participate in enriching experiences and educational visits that broaden horizons and deepen curriculum understanding.
- High-quality teaching and responsive assessment enable all pupils to achieve their potential and excel.
- Pupils develop an appreciation of significant individuals, understanding how their actions and achievements have shaped the world around them.
- Pupils think critically, challenge ideas and deepen their understanding through dialogue.
- Pupils can articulate what they are learning, understand how to be successful and demonstrate excellent attitudes, self-discipline and a commitment to improvement.
- Pupils produce high-quality outcomes that demonstrate secure understanding, growing expertise and progress towards ambitious curriculum goals.
- Pupils reflect on their learning, evaluate their progress and identify next steps to strengthen their understanding and achievement.
- Pupils remain actively engaged, motivated and empowered throughout their learning journey.

PD - Personal Development (Personal, Social, Health and Economic Education/Spiritual, Moral, Social and Cultural)

- Pupils demonstrate a strong understanding of healthy lifestyles, environmental responsibility and their role as active, responsible citizens, showing respect for democracy, individual liberty and the rule of law.
- Pupils show respect, compassion and understanding towards others, valuing diversity within their school, local community and the wider world.
- Pupils embrace and celebrate different faiths, cultures and perspectives, contributing positively to an inclusive school community.
- Pupils collaborate effectively, communicate with confidence and present their ideas clearly and thoughtfully.
- Pupils demonstrate positive learning behaviours, self-discipline and a commitment to excellence.
- High levels of attendance enable pupils to fully engage with and benefit from their learning.
- Pupils feel safe, valued and supported, with positive relationships underpinning a culture of kindness and respect.
- The school's vision and values are understood, modelled and championed by the entire school community.

Adaptive Teaching

At John Rankin Schools, we believe that every child can achieve and thrive when provided with the right opportunities, support and challenge. Our high expectations apply to all pupils, regardless of their starting points, including those with special educational needs and disabilities.

We are committed to ensuring that every pupil participates fully in learning, experiences success and makes strong progress. Through adaptive teaching, teachers respond to pupils' needs in real time, providing appropriate scaffolds, targeted support and additional challenge so that all learners can access and succeed within the ambitious year-group curriculum.

Rather than lowering expectations through differentiated outcomes, we maintain high aspirations for every pupil. We support pupils to keep up, develop confidence and achieve their potential.

We recognise that children learn in different ways and are committed to providing an inclusive, engaging pedagogy that enables every pupil to succeed. We provide a range of learning experiences that promote independence, creativity, collaboration, and critical thinking, including:

- Investigation, enquiry, problem-solving, and reasoning activities.
- Open-ended tasks that encourage challenge and deeper thinking.
- Research and exploration with access to a wide range of resources.
- Independent, paired, and collaborative learning opportunities.
- Effective questioning to develop understanding and extend thinking.
- Presentations, discussion, drama, and oracy-based activities.
- Purposeful use of technology to enhance learning.
- Educational visits, visitors, and wider curriculum experiences.
- Creative design, making, and practical learning opportunities.
- Use of multimedia, visual, and auditory stimuli to support learning.
- Physical activity and outdoor learning experiences.
- Meaningful homework to reinforce and extend learning.
- A broad range of extra-curricular clubs and enrichment activities.
- Partnerships with local libraries to promote a love of reading.
- Interconnected learning that enables pupils to make meaningful links between subjects.

Our Expectations

- We uphold high expectations for ourselves and every pupil, fostering a culture of ambition, excellence and continuous growth.
- Teachers deliver learning with expertise, passion and purpose, inspiring curiosity, engagement and a love of learning.
- All pupils are expected and supported to make strong and sustained progress through an ambitious curriculum.
- Teachers empower pupils to become resilient, independent and reflective learners.
- Assessment is used responsively and systematically to check understanding, address misconceptions and ensure gaps are closed.
- All pupils are appropriately stretched and challenged, enabling them to think deeply.
- Teachers provide ongoing purposeful feedback to support pupils in sustainable improvement.

Why Purple Learning?

Purple Learning underpins all learning at John Rankin Schools. Purple Learning is not a programme or initiative — it's a mindset. It is how we learn, who we are, and who we are becoming.

In a rapidly changing world, pupils need more than knowledge. They need the skills, attitudes, and mindsets to:

- Think critically
- Solve complex problems
- Work collaboratively
- Lead with compassion
- Adapt with resilience

The World Economic Forum (2025) highlights the top skills needed for the future workplace — many of which are embedded in our Purple Learning ethos:

- Analytical thinking and innovation
- Active learning and metacognition
- Resilience and flexibility
- Creativity and initiative
- Collaboration and emotional intelligence

Purple Learning is how we prepare pupils not just for something — but for anything.
Purple Learning represents traits that underpin effective learning behaviours:
Resilience, bouncebackability, self-efficacy, growth mindset, perseverance, grit, effort, curiosity, composure, courage, and compassion.

These are woven into every classroom, routine, and relationship — starting from FS1.



Our goal is a consistent, whole-school culture of independent, reflective, resilient learners who:

- Embrace challenge
- Respond with composure
- Support each other
- Seek their "Purple Zone"
- Become acutely aware of what they need to be a successful learner

The JRS Five Areas of Effective Teaching (informed by A Model for Great Teaching) :

1. High quality teaching

- Lessons are carefully crafted with clear learning questions and shared success criteria.
- High expectations of engagement, effort and achievement underpin every learning experience.
- All pupils are actively involved in their learning through purposeful participation, collaboration and dialogue.
- Teachers use expert questioning, modelling and explanation to deepen understanding and secure learning.
- Oracy is central to classroom practice.
- Pupils are empowered to be resilient, reflective and independent learners who take ownership of their progress.
- A culture of encouragement, positive relationships and recognition supports pupils to flourish, develop confidence and achieve their potential.

2. Focused assessment

- Rigorous assessment and progress tracking is used to inform teaching, accelerate progress, and reduce attainment gaps.
- Day-to-day, periodic, and transitional assessments are used effectively to monitor learning and guide next steps.
- Responsive Teaching (AfL) is embedded across the school through clear learning questions, success criteria, impactful feedback, and opportunities for self-assessment.

3. Intervention through targeted support

- Individuals and groups requiring additional support are identified swiftly through assessment and

progress data**.**

- Interventions are planned and mapped according to identified needs, including PiXL key marginal pupils.
- Gaps in learning are accurately diagnosed and addressed to secure both catch-up and continued curriculum progress.
- The impact of support is monitored regularly and timely adjustments made where needed.
- Leaders and teaching team work collaboratively to review progress, evaluate interventions, identify barriers, and agree next steps to maximise pupil outcomes.

4. Learning environment

- The learning environment is organised and adapted to meet the needs of all learners, enabling full engagement and participation.
- High-quality resources, including technology, are used effectively to promote independence, confidence, and successful learning.
- Displays celebrate pupils' achievements while providing purposeful support through curriculum information, vocabulary, and learning prompts.

5. Supporting children's wider needs

- We foster strong, positive partnerships with parents and carers through open and effective communication.
- We work collaboratively with external agencies to provide coordinated support for vulnerable pupils and their families.
- A wide range of specialist support, including ALP, family support, trauma-informed provision, emotional wellbeing services, canine therapy, and dedicated SEND staffing, is available to meet the needs of our school community.

Our Curriculum

EYFS (Early Years Foundation Stage) Curriculum

In Reception, we follow the statutory Early Years Foundation Stage (EYFS) Framework and use Development Matters as a key guidance document to support curriculum planning and assessment. Our curriculum is designed to provide a broad, balanced, and engaging foundation for future learning, ensuring that every child develops the knowledge, skills, and confidence needed to thrive.

The EYFS curriculum is organised around seven areas of learning and development:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas are taught through a balance of adult-led learning, purposeful play, exploration, and hands-on experiences.

Our EYFS curriculum is underpinned by the development of strong language and communication skills, recognising that language is the foundation for learning across all areas of the curriculum. Through rich interactions, purposeful play, high-quality texts, and meaningful experiences, children develop the vocabulary, confidence, and communication skills needed to become successful learners.

The Prime Areas of Learning—Communication and Language, Personal, Social and Emotional Development, and Physical Development—form the cornerstone of our EYFS curriculum and remain a key focus throughout each child's learning journey. Secure development in these areas supports children to make strong progress across all aspects of learning and achieve the Early Learning Goals by the end of Reception.

At JRS, we believe that reading is the key to unlocking learning and fostering a lifelong love of books. Developing confident, fluent readers is a priority from the moment children join our school.
We deliver a systematic and structured phonics programme (RWI) to teach early reading, ensuring children develop both accurate word reading and strong language comprehension skills. Daily phonics sessions provide opportunities to build skills in reading, speaking, listening, vocabulary development, and writing. Through high-quality teaching, engaging texts, and a language-rich environment, we equip children with the knowledge, confidence, and enthusiasm needed to become successful, independent readers.

Our EYFS curriculum is delivered through a range of evidence-informed approaches that support children to become confident, independent, and successful learners. Children learn through purposeful play, adult modelling, observation, guided learning, and direct teaching. These approaches are carefully balanced to meet children's developmental needs and provide the strongest possible foundation for future learning.

As children progress through Reception, the balance gradually shifts towards more guided and structured learning opportunities, ensuring they develop the knowledge, skills, and learning behaviours needed to transition successfully into Year 1 and access the National Curriculum.

A significant part of our curriculum is delivered through high-quality continuous provision, both indoors and outdoors. Carefully planned learning environments encourage exploration, enquiry, creativity, and collaboration. Through play-based learning and skilled adult interactions, children develop key characteristics of effective learning, including independence, resilience, problem-solving, critical thinking, and curiosity.

English

At JRS, we are committed to developing confident communicators, enthusiastic readers, and skilled writers. English is taught through a well-sequenced curriculum, including reading, writing, grammar, punctuation, spelling, and vocabulary development, with meaningful links across the wider curriculum.

We follow the National Curriculum and deliver a structured phonics programme (RWI) to develop early reading skills. Pupils build fluency and comprehension through daily reading opportunities, high-quality texts, and guided reading sessions that include fiction, non-fiction, poetry, and drama. We actively promote reading for pleasure and work in partnership with families to encourage regular reading at home.

Writing is taught through engaging, purposeful experiences that develop pupils' stamina, creativity, and technical accuracy. Through modelling, discussion, shared writing, and collaborative learning, pupils learn to write confidently for a range of audiences and purposes. We use Pie Corbett's 'Talk for Writing' as a framework for encouraging pupils to express and exchange ideas and to develop ambitious vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences. Every child (Y1-6) has a piece of their best written work displayed in their best books which travel through the school with them.

Once pupils have completed the RWI phonics programme, daily guided, reciprocal, and modelled reading further develops fluency, vocabulary, and comprehension. Handwriting, spelling, grammar, and punctuation are taught explicitly and applied across the curriculum.

A range of enrichment opportunities, including author visits, literary events, reading challenges, and celebrations such as World Book Day, help foster a lifelong love of reading and literacy.

National Curriculum English Programmes of Study

Mathematics

We are committed to developing confident, resilient, and successful mathematicians. We follow a mastery approach to mathematics, using White Rose Maths to support in delivering a carefully sequenced curriculum that develops fluency, reasoning, problem-solving, and deep conceptual understanding.

Learning progresses through a **concrete–pictorial–abstract** approach, enabling pupils to explore mathematical concepts, make connections, and apply their understanding with confidence. High-quality questioning, mathematical discussion, and the use of precise vocabulary support pupils in articulating their thinking and reasoning.

Daily mathematics lessons provide opportunities for all pupils to develop secure foundations and deepen their understanding. Mathematical fluency is further strengthened through regular practice and retrieval activities, including our afternoon fluency sessions. Pupils are encouraged to apply their mathematical knowledge across the curriculum and to recognise the importance of mathematics in everyday life.

We work in partnership with families to support learning beyond the classroom through carefully selected online resources and opportunities to practise key skills, including number facts and times tables.

Each afternoon begins with a dedicated Times Table Fluency session, ensuring pupils develop rapid recall and confidence with key number facts. Fluency is further reinforced through high-quality home learning opportunities, including carefully selected online platforms (Timestable Rockstars) that support practice, consolidation, and pupil engagement.

National Curriculum Mathematics Programmes of Study

Science

We inspire pupils to develop curiosity about the world around them and a deep understanding of scientific concepts. Wherever possible, science is linked to wider curriculum themes, enabling pupils to make meaningful connections and apply their learning in real-life contexts. This journey begins in the Early Years, where children explore the natural world through seasonal change, observation, and exploration.

We place strong emphasis on the development of scientific knowledge and enquiry skills, ensuring pupils are well prepared for the next stage of their education. Children learn to ask questions, make predictions, plan and carry out investigations, observe and measure, record and analyse data, draw conclusions, and evaluate their findings. Scientific vocabulary is taught explicitly and embedded throughout each unit of learning.

Throughout their time at JRS, pupils study a broad range of topics, including plants, animals including humans, materials, seasonal change, habitats, rocks, light, forces, states of matter, sound, electricity, Earth and space, and evolution and inheritance. Enrichment opportunities, including visits, visitors, and partnerships with local secondary schools, further enhance pupils' scientific understanding and engagement.

[National Curriculum Science Programmes of Study]

Forest School

We ensure that this progressive journey of independence and outdoor discovery scales with our pupils as they grow:

Year Group	Frequency	Purple Learning **Focus**
FS1 (Nursery)	**Once a week**	**Exploratory Independence:** Building early sensory awareness, motor skills, and confidence in taking their first independent steps in nature.
Year 1 & Year 2	**Every other week**	**Active Collaboration:** Developing vocabulary, sharing responsibilities, and learning to assess group risks during den building and nature exploration.
Year 3 & Year 4	**10 sessions a year**	**Complex Problem Solving:** Mastering outdoor tool use, evaluating environmental factors, and taking lead roles in team challenges to solve complex, open-ended tasks.

The Purple Learning Connection: Brave & Resilient

Ultimately, Forest School is where theory meets practice. The independence, collaborative spirit, and resilience pupils build while navigating the natural elements are directly transferable. A pupil who learns to confidently manage risk and solve problems in the mud carries that same "brave and resilient" mindset back to their desk, ready to tackle any academic challenge.

Art and Design

We value Art and Design as a vital part of a broad and balanced curriculum. Through high-quality teaching, pupils develop creativity, imagination, and the confidence to express their ideas and understanding through a range of artistic disciplines.

Our curriculum is carefully sequenced to build knowledge, skills, and vocabulary progressively from the Early Years through to Year 6. Pupils explore drawing, painting, sculpture, printmaking, textiles, and other creative processes, developing technical skills alongside their ability to evaluate and refine their work.

Children are introduced to a diverse range of artists, designers, architects, and craft makers, helping them to understand different cultures, historical periods, and artistic traditions. Through experimentation, observation, and the use of sketchbooks, pupils learn to generate ideas, take creative risks, and develop their own artistic style.

By the time they leave JRS, pupils have gained the knowledge, skills, and confidence to appreciate, create, and discuss art with curiosity, pride, and purpose.

Early Years Foundation Stage (EYFS)

Children are introduced to a range of artists, materials, and creative techniques, using art to explore, express, and communicate their ideas, experiences, and imagination.

Key Stage 1

Pupils develop their skills in drawing, painting, and sculpture while exploring colour, pattern, texture, line, shape, form, and space. They study the work of a range of artists, designers, and craft makers, making connections between their own work and that of others.

Key Stage 2
Pupils build on their prior learning by refining their artistic techniques and increasing their confidence in using a variety of materials and media. They use sketchbooks to develop, record, and evaluate ideas, while deepening their understanding of significant artists, architects, and designers from different times, cultures, and traditions.

National Curriculum Art

Design and Technology

Design and Technology inspires pupils to use their creativity, imagination, and practical skills to design and make purposeful products. Through a progressive curriculum, pupils develop the knowledge, understanding, and technical skills needed to solve problems, take risks, and evaluate their ideas and outcomes.

Pupils follow the design process of **designing, making, and evaluating**, applying their learning to real-life contexts while considering social, cultural, and environmental factors. They learn to work both independently and collaboratively, developing resilience, innovation, and critical thinking.

Our curriculum is carefully sequenced to ensure skills and knowledge build over time. Beginning in the Early Years with fundamental skills such as cutting, joining, and constructing, pupils progressively develop their expertise throughout Key Stages 1 and 2. Food preparation and nutrition form an important part of the curriculum, helping pupils develop an understanding of healthy lifestyles and practical life skills.

Key Stage 1

Pupils learn to design, make, and evaluate purposeful products, communicating their ideas through drawing, discussion, templates, and simple prototypes. They develop practical skills using a range of tools, materials, mechanisms, and construction techniques, while learning to evaluate and improve their work. Through food and nutrition activities, pupils gain an understanding of healthy eating and where food comes from.

Key Stage 2

Pupils build on prior learning by researching, designing, and creating products that meet specific design criteria. They communicate ideas through annotated sketches, models, patterns, and digital design tools, while developing greater proficiency with a wider range of materials, tools, and techniques. Pupils explore structures, mechanical and electrical systems, and programmable technologies, applying their knowledge to solve real-world problems. In food and nutrition, they develop practical cooking skills, follow safe food preparation procedures, and learn about seasonality and healthy lifestyles.

National Curriculum Design & Technology

Drama

At JRS, drama is not just a creative subject; it is a vital catalyst for oracy and a cornerstone of our mission to help every child find their voice. Through drama, we move beyond passive learning to help pupils become articulate, confident, and empathetic speakers.

Through structured role-play, performance, and collaborative activities, pupils deliberately practice speaking with impact and listening with intent. Drama is integrated across our curriculum to bring learning to life, providing a safe space for children to explore complex ideas, challenge the status quo, and express their unique viewpoints.

By encouraging pupils to perform for diverse audiences and articulate their thoughts creatively, we build the confidence, resilience, and composure they need to stand apart. Drama at JRS ensures that when our children step out into the world, they possess both the character to lead and the voice to make a difference.

Computing

We prepare pupils for life in an increasingly digital world by developing the knowledge, skills, and confidence needed to use technology safely, responsibly, and effectively.

Our Computing curriculum is carefully sequenced to build progression in computer science, information technology, digital literacy, and online safety. Pupils learn to understand and apply key computing concepts, solve problems through logical thinking and programming, and use a range of digital tools to create, communicate, and present their ideas.

Computing supports learning across the curriculum, fostering creativity, collaboration, and innovation. Through regular opportunities to work with technology, pupils develop the skills needed to become confident and responsible digital citizens.

A progressive computing vocabulary is taught throughout the school to strengthen understanding and communication. Online safety is embedded within all computing learning and reinforced through assemblies, themed events, and ongoing partnership with families, ensuring pupils understand how to stay safe and make positive choices online.

National Curriculum Computing Programmes of Study

Modern Foreign Language

We foster a love of languages and an appreciation of different cultures through an engaging and progressive French curriculum. Pupils develop confidence in the four key language skills of listening, speaking, reading, and writing, while building the knowledge and skills set out in the National Curriculum.

French is taught from Year 1 through to Year 6 using Language Angels, a carefully sequenced programme that develops vocabulary, pronunciation, grammar, and conversational language. Pupils learn to communicate with increasing confidence, express ideas and opinions, ask and answer questions, and understand both spoken and written French.

As pupils progress through the curriculum, they build on prior learning to develop greater fluency and accuracy. They explore a range of relevant themes, enabling them to understand everyday language, appreciate French culture, and make meaningful comparisons between French and English.

Throughout Key Stage 2, pupils develop their language skills through speaking, listening, reading, and writing activities. They learn to ask and answer questions, express opinions, engage in simple conversations, and understand increasingly complex language. Pupils explore French stories, songs, and poems, while developing accurate pronunciation, grammatical understanding, and an appreciation of the similarities and differences between French and English.

By the end of Year 6, pupils have developed a secure foundation in a modern foreign language, preparing them for further language learning at secondary school and encouraging curiosity about the wider world.

National Curriculum Language Programmes of Study

Music

We provide a broad, balanced, and inclusive music curriculum that inspires creativity, promotes cultural understanding, and develops a lifelong appreciation of music. Our vision is that all children can read musical notation by the time they leave year 6 and find an instrument they love.

Pupils explore a diverse range of musical styles, genres, traditions, and periods, including classical, contemporary, and world music, helping them to understand and value different cultures and musical heritages.

Through listening and appraising, singing, playing instruments, improvising, composing, and performing, pupils develop confidence, collaboration, creativity, and self-expression. Learning is carefully sequenced to build musical knowledge, vocabulary, and skills progressively throughout the school.

In the Early Years and Key Stage 1, pupils use their voices expressively through songs, chants, and rhymes, explore pulse, rhythm and pitch, and begin to play tuned and untuned instruments with increasing confidence. In Key Stage 2, pupils develop greater accuracy, control, and musical understanding, including notation, musical terminology, composition, improvisation, and an appreciation of the history and traditions of music.

Our curriculum follows a spiral approach, revisiting and deepening key musical concepts over time. Through regular opportunities to listen, perform, compose, improvise, and evaluate, pupils develop their understanding of the interrelated dimensions of music, including pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, and notation, enabling all children to make sustained progress and enjoy success as musicians.

Pupils develop their instrumental skills progressively throughout the school, learning the recorder in the Early Years and Key Stage 1 before building their musical knowledge and performance skills through ukulele tuition in Key Stage 2. These experiences support confidence, collaboration, musicality, and enjoyment of performance.

National Curriculum Music Programmes of Study

Physical Education (P.E.)

At JRS, we recognise the importance of physical activity in supporting pupils' physical health, mental wellbeing, and personal development. Our P.E. curriculum aims to develop the competence, confidence, and motivation needed for pupils to lead active and healthy lives.

Through a broad and progressive curriculum, pupils develop fundamental movement skills, balance, agility, coordination, teamwork, resilience, and sportsmanship. Learning is carefully sequenced to build knowledge and skills over time, enabling all pupils to achieve success and make sustained progress.

In Key Stage 1, pupils focus on developing and refining fundamental movement skills through a range of engaging physical activities. In Key Stage 2, pupils build on these foundations, applying their skills across a wide variety of sports, games, and physical disciplines while developing tactical awareness, cooperation, and leadership.

To further promote teamwork, leadership, and active participation, pupils are provided with a range of opportunities to engage in team games, house competitions, and wider sporting events. We are committed to providing access to a broad variety of sports and physical activities, including both traditional and alternative sports such as skateboarding, foot-golf, trampolining, billiard, darts, and volleyball.

Our curriculum is enriched through specialist coaching, competitive opportunities, active play, and access to a range of inclusive sporting experiences. Pupils are encouraged to challenge themselves, work collaboratively, and embody our school values in both competitive and non-competitive settings. Our aim is that by the time pupils leave Year 6, they will have competed for the school in an external event. These experiences help pupils develop confidence, resilience, and collaboration, while fostering a lifelong enjoyment of physical activity and healthy lifestyle. Swimming opportunities further support pupils from Y1 to 6 in developing essential water safety and swimming skills.

By the time they leave JRS, pupils have developed the skills, knowledge, confidence, and positive attitudes needed to enjoy lifelong participation in physical activity and sport.

PE Programmes of Study

PSHE (Personal, Social, Health and Economic Education)

At JRS, Personal Development is at the heart of our curriculum and reflects our Purple Learning ethos, where children are encouraged to be curious, reflective, resilient, independent learners who embrace challenge and strive to be the best versions of themselves. We are committed to developing confident, responsible, and compassionate young people who are equipped to flourish both now and in the future.

Our Personal Development curriculum promotes emotional wellbeing, mental and physical health, personal safety, positive relationships, and responsible citizenship. Through a nurturing and inclusive environment, pupils develop self-awareness, resilience, empathy, and the confidence to express their ideas while respecting the views and experiences of others. We encourage children to reflect on their learning, celebrate diversity, value difference, and make positive contributions to their school and wider community.

Delivered through the Jigsaw PSHE programme, our carefully sequenced, spiral curriculum enables pupils to revisit and deepen their understanding of key concepts over time. This supports the development of the whole child, ensuring that knowledge, skills, attitudes, and behaviours are built progressively from the Early Years through to Year 6.

We believe that children cannot truly prepare themselves for "anything" without understanding the beautifully diverse world they live in. To support our PSHE curriculum, we use Lyfta—an immersive digital platform that transports children into real-life ‘storyworlds’ across the globe. Through these powerful, authentic human stories, our pupils explore different cultures, perspectives, and lives. This directly feeds into our belief that every individual is unique and exceptional. By listening to the lived experiences of others, we help our children find, understand, and value their own voices. Every child has a story to tell; through Lyfta, we teach them how to listen to the stories of others with empathy, curiosity, and composure.

By the time they leave JRS, pupils are confident, reflective learners who demonstrate the Purple Learning characteristics of perseverance, independence, collaboration, and aspiration. They understand how to stay safe, healthy, and happy, build positive relationships, and contribute positively to an increasingly diverse and interconnected world.

National Curriculum PSHE Programmes of Study

Religious Education (RE)

At JRS, Religious Education encourages pupils to explore challenging questions about meaning, purpose, belief, and identity. Through learning about and from a range of religions and worldviews, pupils develop respect, empathy, and an understanding of the diverse communities in which they live. R.E. makes a significant contribution to pupils’ spiritual, moral, social, and cultural development,

supporting our commitment to inclusion, British Values, and our Purple Learning ethos of curiosity, reflection, and respectful dialogue.

Our R.E. curriculum follows the Pan-Berkshire Agreed Syllabus and is delivered through an enquiry-based approach that encourages pupils to ask questions, investigate beliefs and practices, reflect on their own views, and express informed opinions. Christianity is studied throughout every year group, alongside other major world religions and worldviews, enabling pupils to develop a broad and balanced understanding of faith and belief in modern Britain. By the end of Key Stage 2, pupils will have studied Christianity, Judaism, Hinduism, Islam, and Sikhism.

In the Early Years, children encounter Christianity and other faiths through stories, celebrations, experiences, and discussion, supporting their understanding of people, culture, and communities. Throughout Key Stages 1 and 2, pupils engage in structured enquiries that promote critical thinking, reflection, and meaningful discussion, helping them to make connections between religious beliefs, values, and everyday life.

By the time they leave JRS, pupils will be respectful, reflective, and inquisitive learners who can engage thoughtfully with different beliefs and worldviews. They will have developed the knowledge, understanding, and skills needed to contribute positively to a diverse and multicultural society.

Religious Education DfE Guidance

The Right of Withdrawal from Religious Education:

Religious Education (R.E.) plays an important role in helping pupils develop knowledge, understanding, respect, and awareness of different faiths, beliefs, and worldviews. However, the parent of a pupil at a community, foundation or voluntary school (or pupils themselves if they are aged 18 or over) may request that they be excused from all or part of the Religious Education (RE) provided.

Before making this decision, families are encouraged to review the aims and content of the R.E. curriculum and discuss any questions or concerns with the school. Withdrawal may apply to the entire R.E. curriculum or to specific elements of it, and parents are not required to provide a reason for their request.

Important - limitations to withdrawal

- If pupils are withdrawn from Religious Education, schools have a duty to supervise them, though not to provide additional teaching. A pupil may be required to work in another area of the school, such as library or break out area.
- Where a pupil is withdrawn from Religious Education, the school will provide appropriate supervision but is not required to offer alternative R.E. provision. Pupils may work independently in a suitable, supervised area of the school.
- Parents have the right to withdraw their child from R.E. However, pupils may still encounter discussions of religion, belief, and worldviews in other areas of the curriculum where there is no right of withdrawal.
- Opportunities to explore beliefs, values, identity, diversity, feelings, and emotions may arise naturally across subjects such as History, PSHE, Citizenship, and through wider school life, supporting pupils' understanding of the diverse society in which they live.

Managing the Right of Withdrawal

- Where a pupil is withdrawn from Religious Education, the school will provide appropriate

supervision but is not required to provide alternative teaching or incur additional costs. Where appropriate, pupils will remain on the school site and engage in independent learning activities.

- The school will comply with any parental request for withdrawal from all or part of Religious Education and will continue to do so until the request is withdrawn. Parents are encouraged to discuss their decision with the school to ensure they are fully informed about the RE curriculum.
- Requests for withdrawal should be made in writing to the Headteacher via the school office, in accordance with the School Standards and Framework Act 1998 (Section 71(3)).

History

We inspire pupils to become curious, reflective, and critical historians through a carefully sequenced curriculum that develops their understanding of the past and its impact on the present. Our curriculum is aligned to the National Curriculum and enables pupils to develop a secure chronological understanding of British and world history from the Stone Age to the modern day.

Historical knowledge and skills are taught progressively and purposefully, with meaningful links made across the wider curriculum. Pupils learn to ask and answer historical questions, analyse a range of sources, evaluate evidence, identify cause and consequence, recognise change and continuity, and develop informed historical interpretations. Through this enquiry-led approach, pupils build the skills needed to think critically and communicate their understanding with confidence.

Throughout their learning, pupils explore significant events, civilisations, individuals, and achievements from the local area, Britain, and the wider world. This helps them develop an appreciation of how the past has shaped society today and strengthens their understanding of identity, diversity, and cultural heritage.

In the Early Years and Key Stage 1, pupils begin to develop an understanding of the past through stories, significant people, events, artefacts, and changes within living memory. In Key Stage 2, pupils deepen their historical understanding through the study of a range of historical periods and civilisations, developing chronological knowledge and making connections across different eras and societies.

By the time they leave JRS, pupils are equipped with the knowledge, vocabulary, and disciplinary skills to think as historians, enabling them to understand the complexities of the past and their place within the wider story of Britain and the world.

History Programme of Study

Geography

We inspire pupils to develop a lifelong curiosity and fascination about the world and its people. Our Geography curriculum is designed to help children understand their place in the world while developing knowledge of diverse places, cultures, environments, and communities. Through the study of both human and physical geography, pupils learn how environments are shaped, connected, and change over time.

Our curriculum is carefully sequenced to develop the key geographical concepts of locational knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork. Pupils explore their local area, the United Kingdom, and the wider world, making comparisons between regions and countries while developing an appreciation of cultural diversity and global citizenship.

Using an enquiry-based approach, pupils are encouraged to ask questions, investigate geographical issues, analyse evidence, interpret maps and data, and communicate their findings effectively. Through

fieldwork, mapwork, discussion, and problem-solving, children develop the knowledge, vocabulary, and critical thinking skills needed to understand an ever-changing world.

Our curriculum draws upon the strengths of the Oddizzi approach, providing engaging, knowledge-rich learning that brings geography to life through real places, real people, and immersive experiences. Key concepts are revisited and built upon over time, enabling pupils to deepen their understanding and make meaningful connections across their learning.

Our ambitious Geography curriculum enables pupils to apply and transfer their knowledge, skills, and understanding across the wider curriculum. Through geographical enquiry, fieldwork, and the exploration of diverse places, people, and environments, pupils develop their spiritual, moral, social, and cultural understanding alongside a strong sense of global citizenship. We aim to inspire curiosity, deepen understanding of the world, and foster a lifelong fascination with people, places, and the environments that shape our lives.

By the time they leave JRS, pupils will be confident, knowledgeable and responsible geographers, equipped with the curiosity, skills, and understanding to engage thoughtfully with the world around them and their role within it.

Geography Programme of Study

Enrichment

We are committed to providing a rich and ambitious curriculum that extends beyond the National Curriculum. Through a carefully planned programme of enrichment opportunities, pupils are encouraged to broaden their experiences, develop new interests, and deepen their understanding of the world around them.

Our enrichment offer includes educational visits, residential experiences, visiting speakers and specialists, themed days and weeks, performances, clubs, competitions, and community partnerships. These experiences enhance classroom learning, support personal development, and help pupils build confidence, resilience, creativity, and aspiration.

Through these wider opportunities, we aim to inspire curiosity, nurture talents, and create memorable learning experiences that prepare pupils for future success and lifelong learning.

At JRS, our outdoor environment is a vital extension of the classroom. Forest School is a cornerstone of our enrichment offer, directly supporting our Purple Learning foundation. By stepping outside the traditional classroom, we teach pupils the essential skills they need to become highly resilient, independent learners:

- In the woods, learning is active, unpredictable, and hands-on. Forest School provides the ultimate, real-world arena for pupils to develop and embed the core pillars of Purple Learning:
- Collaboration: Whether they are dragging heavy logs to build a shelter or working in teams to build a fire, pupils must communicate, negotiate, and rely on one another. They learn to listen to different perspectives, share roles, and achieve goals together.
- Understanding Risk: We do not eliminate risk; we teach pupils how to manage it. By learning to use real tools safely, climb trees confidently, and respect campfires, pupils develop critical self-assessment skills. This builds physical and emotional boundaries, helping them learn how to navigate challenges safely and responsibly.
- Problem Solving: Nature doesn't come with an instruction manual. When a shelter collapses or a knot won't hold, pupils are encouraged to test, fail, and try again. This trial-and-error process builds

cognitive flexibility, teaching them to think creatively under pressure (composure) and view mistakes simply as information.

Trips and Visits

We plan a programme of educational visits and experiences for every year group, which are shared with parents at the beginning of each academic year. Carefully linked to curriculum learning, these opportunities enrich classroom teaching, provide real-life contexts for learning, and help pupils deepen their knowledge and understanding. In addition, Year 5 and 6 pupils benefit from residential visits that further promote independence, resilience, teamwork, and personal growth.

Residentials

To truly prepare our pupils for "anything," we must give them opportunities to test their limits in environments that scale with their confidence. Our progressive residential programme is carefully mapped to our Purple Learning foundation, building the independence, trust, and resilience pupils need to thrive away from home.

We deliberately build this journey in stages—starting local, moving nearby, and finally travelling further afield to ensure every pupil feels supported as they step outside their comfort zone:

Year 4: The In-School Campout (Local & Familiar)

- The Experience: A one-night wild campout hosted right here on our familiar school grounds.
- Activities: Deeply rooted in Forest School—building fires, constructing shelters, outdoor cooking, and bonding under the stars.
- Purple Learning Focus: Exploratory Independence & Problem Solving. For many, this is their first night away from home. By keeping the setting familiar, we lower the emotional barrier, allowing pupils to focus entirely on collaborating with peers, mastering bushcraft skills, and learning to manage their personal belongings independently.

Year 5: Two Nights at PGL Liddington (30 Minutes Away)

- The Experience: A two-night residential at Liddington, an exceptional adventure centre located just half an hour down the road.
- Activities: High-energy outdoor challenges, crate stacks, zip wires, and intensive team-building initiatives.
- **Purple Learning Focus**: Understanding Risk & Stepping Outside Comfort Zones. Being slightly further away for two nights introduces a healthy level of emotional challenge. Pupils are encouraged to take calculated physical risks on the high ropes, rely heavily on peer-to-peer collaboration to solve complex puzzles, and build the composure needed to tackle things that initially feel daunting.

Year 6: Four Nights at the Isle of Wight (Further Afield)

- The Experience: Our flagship four-night trip to the Isle of Wight, marking a significant step away from home as they prepare for the transition to secondary school.
- Activities: Immersive team-building, coastal exploration, and exhilarating water sports.
- Purple Learning Focus: Ultimate Resilience & Self-Leadership. Spanning four nights, this trip demands high levels of independence, organisation, and emotional maturity. Tying together team-building with water sports requires absolute trust in others and deep self-reliance. It is the ultimate celebration of finding their voice, managing their own fears, and realising they are capable of navigating "anything" the world throws at them.

Workshops and Specialists

Each year group participates in a range of workshops and enrichment experiences throughout the academic year. These opportunities are carefully planned to enhance curriculum learning, support whole-school themes, and bring learning to life. We work with a variety of specialist visitors and external organisations to provide engaging, real-world experiences that broaden pupils' knowledge, develop new skills, and inspire curiosity and aspiration.

Themed Days

We believe that learning is most powerful when it is memorable, purposeful, and inspiring. We enrich our curriculum through a carefully planned programme of themed experiences, educational visits, visitors, and whole-school events that bring learning to life and support our Purple Learning ethos.
Themed days, curriculum enrichment events, and dress-up opportunities further enhance learning, helping pupils make meaningful connections and deepen their understanding. These experiences encourage pupils to be curious, creative, reflective, and resilient learners, whilst developing the confidence and enthusiasm that underpin lifelong learning.

Partnership with Families

We recognise that parents and carers play a vital role in their child's education. We value strong home–school partnerships and work closely with families to ensure every child is supported to achieve their full potential.
We keep parents informed about their child's learning and progress through:

- Weekly school communications that celebrate achievements and share key information, news, and upcoming events.
- Termly newsletters that showcase curriculum learning and wider school experiences.
- Parent consultation evenings, EYFS S.M.I.L.E (Stay. Make. Investigate. Learn. Explore) sessions, and family learning events.
- Opportunities for parents and carers to participate in and celebrate their child's learning e.g. end of term celebrations and performances.
- Curriculum workshops that support families in understanding teaching approaches and key areas of learning, including early reading and phonics.
- An annual written report detailing each pupil's achievements, progress, and next steps.

Through open communication and collaborative working, we aim to build strong relationships with families that support pupils' academic success, wellbeing, and personal development.

Impact

We are committed to ensuring that every pupil achieves their full potential through a rich, ambitious, and well-sequenced curriculum. The impact of our curriculum is measured through a range of assessment and evaluation processes, including national and school-based measures of attainment and progress:

- **EYFS:** Percentage of pupils achieving a **Good Level of Development (GLD)**.
- **Year 1:** Outcomes in the **Phonics Screening Check**.
- **Year 4:** Outcomes in the **Multiplication Tables Check**.
- **End of Key Stage 2:** Attainment and progress in reading, writing, mathematics, and grammar, punctuation and spelling.

However, at JRS, we believe that the success of our curriculum extends far beyond assessment outcomes. Through our **Purple Learning ethos**, we aim to develop curious, resilient, reflective, and independent learners who are equipped with the knowledge, skills, values, and attitudes needed to

thrive in an ever-changing world.

We evaluate the impact of our curriculum through the quality of pupils' learning, their engagement and wellbeing, their personal development, and their ability to apply their knowledge confidently across the curriculum. By the time they leave JRS, pupils are well-prepared for the next stage of their education and are empowered to become responsible, respectful, and active citizens who contribute positively to their communities and to society.