

Our Curriculum Design - WE GIVE

W - World Wide Knowledge

We lead a cluster of schools to undertake project-based work relating to the United Nations sustainable goals. Each year we choose one goal as our focus to decide 'Can this goal be achieved by 2030?' and if so 'How?'.

We research, we investigate, we explore and debate, but not only within our school community. We also share our work and questions with our link schools in Amaan, Jordan.

These are schools in a very different context to our own, children attending schools under very different circumstances, in very different environments, with different faiths to ours but we unite in our aim to make the world a better place.

We unite in our understanding and knowledge that our children knowing their role as a global citizen and the difference they can make builds a stronger future.

Click on the link to see some of the media coverage.

<https://www.independent.co.uk/voices/education-damian-hinds-learn-to-live-campaign-a8537286.html>

E - Enquiry-Based Learning

The design of our Learning Challenge curriculum is of a cross curricular approach to teaching and learning. Each half termly theme is underpinned by a key text rich in literature.

Cross curricular learning enables children to make links in their subject knowledge and understanding, building connections and embedding a deeper level of learning.

We provide engaging lessons which inspire and motivate children to take responsibility for their own learning. The enquiry nature of our curriculum provides children with a series of weekly questions to enable them to answer the overarching question for the theme.

The enquiry process is based around four phases:

- Interaction – Question posed
- Clarification – fact finding
- Questioning – deeper understanding
- Design/Justification – Higher level thinking skills

In addition to subject specific skill progression this provides the children with relevant and curiosity driven critical thinking skills.

G - Growth Mindset & metacognition

Having the right mindset can be the biggest barrier to overcome in unlocking a child's potential. We promote a sense of worth and self-confidence. When mistakes are made, we treat them as opportunities for learning. We try to provide children with the skills and belief to

realise they can grow their ability and are not just told they can. Children also develop their attitude to facing challenge in their learning, risk taking and enjoy applying themselves.

Growing independent learners enables our children to be able to not only identify how they learn best but have the freedom, space and creativity to demonstrate their learning to match their learning needs. This provides the children with the fundamental skills they need to become lifelong learners harnessing individuality, innovation and vision.

I - Inclusivity

At St Joseph's we work hard to ensure that every member of our school community- pupils, parents, staff and visitors- feel safe and included. We are an inclusive school; ensuring inclusion is invisible, yet targeted and effective, enabling all children to be successful and thrive.

We focus heavily on a child's well-being and developing a child as a whole; their individual abilities or needs are supported so all children can be the best learners they can be.

In addition to targeted academic learning support we also engage a range of strategies, on-site therapies and a range of provisions in order to challenge at an appropriate level and to provide support to overcome barriers to learning. For example:

- Emotional Literacy Support assistants
- Play therapy
- Beanstalk readers
- Mental health first aiders
- Lego Therapy
- Drawing and Talking
- Speech and Language Support
- Dyslexia screening
- Rainbows and Sunbeams (bereavement support)

...and not forgetting our Therapy dogs!

V - Values Education

As a Catholic School we seek to live out the values of Jesus Christ in our daily lives. We promote these values by our words and actions and Catholic doctrine and practice therefore permeates every aspect of the school's activity.

We provide a Catholic curriculum, which is broad, balanced, relevant, meaningful and inclusive recognising that every child is unique and is created in the image of God (Gen 1:27). Our curriculum is designed to enable every child to discern their vocation and to be well-equipped to follow it as active citizens in service to the world.

At St Joseph's we recognise not only the importance of helping children to flourish academically but also spiritually, morally, socially and culturally, so we teach 22 values explicitly.

These values reflect the views of the whole school community and aim to fully prepare our children for life in British society and for their role as citizens, able to make the strongest possible contribution to the Common Good of all.

Through a two-year cycle, these values are taught in depth to enable our children to gain a greater understanding of what it means to live a good life and our teaching draws on examples from the life of Jesus and his welcome and inclusion of all and thus underpins our teaching of British values.

E - Enriching Experiences

Our curriculum has been carefully designed to build upon our diverse context, providing a vast range of experiences enabling our children to develop their thirst for learning.

We do this through a varied programme of visits, a menu of clubs and through the strong links we make with individuals and cultural groups.

For example, as part of our Latin programme in KS2 the children receive a termly Storytelling workshop and in Year 6 our children visit Cambridge University inspiring future aspirations.

We make the most of learning opportunities afforded by our London locality to visit the many museums, galleries and places of interest which are a short bus or train journey away.

We also provide opportunities for our children to experience learning further afield, for example, a residential trip to Hindleap Warren to take part in teamwork activities from archery to a zip wire through the forest!