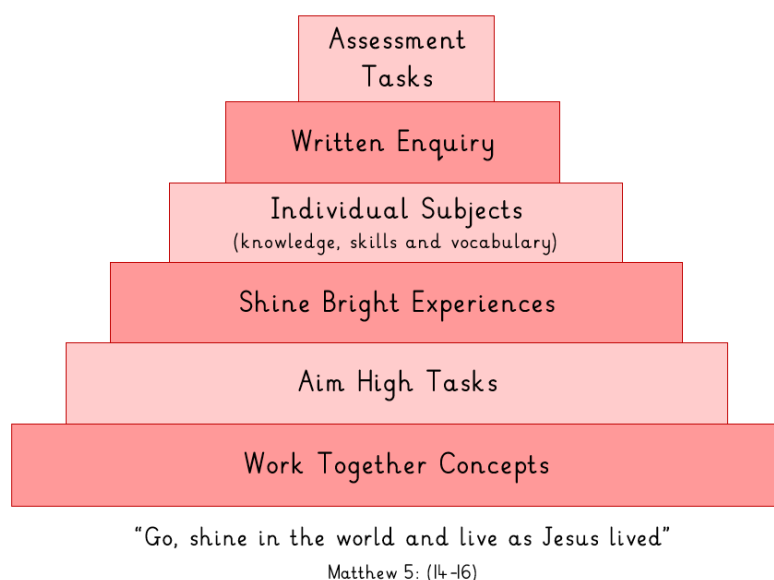


IQ2 - How does the curriculum reflect the school's theologically rooted Christian vision?

We are committed to developing all aspects of pupils' lives. Our school curriculum encapsulates our commitment to our vision statement. Christian values are at the heart of our teaching and learning and we encourage all of our children to put these values into practice in every aspect of school life.



We offer a six-dimensional curriculum which is designed to ensure Stretton St Matthew's is a beacon of excellence within the community and is a school of opportunity for our children. We are uncompromising in our ambition to develop the whole child whilst ensuring we utilise research and new initiatives locally, nationally and globally. We aim to ensure that our children know and understand their role as global citizens and we encourage the children to be courageous advocates from within the broad and balanced curriculum that is delivered. We want every child to have opportunities for deep thinking, reflection and personal spiritual growth through collective worship,

RE teaching and many awe and wonder opportunities throughout the wider curriculum. We are committed to developing the whole child to their highest level academically, personally and spiritually, underpinned by our strong Christian values. Children immerse themselves in religion and enjoy learning independently.

Six-Dimensional Curriculum - The Pyramid

Work Together Concepts - Our concepts are identified in each subject to ensure teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

Aim High Tasks - We use the National Curriculum as a basis for our curriculum but extend this much further. We ensure ambitious intentions for the course of study which clearly supports the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and preparedness for secondary education.

Shine Bright Experiences - Planned, high-quality enrichment experiences allow children to create and make memories to pin their learning to. These experiences take place in all subject and aid with long-term knowledge acquisition and retention.

Individual Subjects - All subjects are carefully and coherently mapped out to ensure both declarative and procedural knowledge is learnt, remembered and practised.

Written Enquiry - Written enquiry allows children to develop their disciplinary knowledge of a subject and demonstrate subject-specific enquiry skills

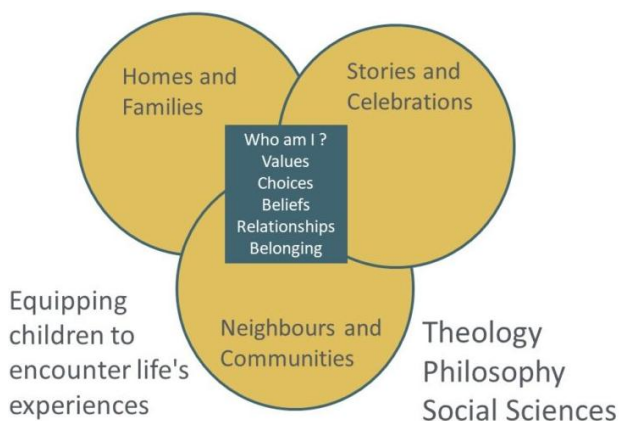
Assessment Tasks - Assessment is used accurately to help learners embed and use knowledge fluently or to check understanding and inform teaching. Assessment is highly inclusive and enables all children to succeed.

Our curriculum is intended to develop children to be happy, confident, articulate learners who achieve great successes during their time with us and go on to achieve even further in their future. We are committed to opening doors to the future of our children. We ensure that every child receives experiences and opportunities to develop their knowledge, skills and understanding in different ways, preparing them for the responsibilities and experiences of later life. At St Matthew's we are passionate and committed to developing the whole child and for this reason we offer a wide variety of enrichment opportunities for all children including: French, DT, mindfulness, netball, choir, gardening, multi-sports, dodgeball, football, cookery and gymnastics. We have developed this offer to ensure it is both enriching and inspiring, providing opportunities for our children that extend beyond the school curriculum. Our clubs give children the chance to make a meaningful contribution to their community. This includes experiences such as planning and cooking a meal for our church wardens and creating Christmas textiles to be distributed throughout the local area.



Spiritual development is an intrinsic part of our curriculum. Our RE curriculum provides opportunities for spiritual development and personal reflection. On a quest to discover more about religion and world views, pupils will discover more about themselves.

In addition to the RE curriculum, we have identified how spiritual development at Stretton St Matthew's aims to provide an education that provides children with opportunities to explore and develop:



- Their own values and beliefs
- Their own spiritual awareness
- Their own high standards of personal behaviour
- Their team and collaborative skills
- A positive, caring attitude towards other people
- An understanding of their social and cultural traditions
- An understanding of democratic processes and the law in England
- An appreciation and acceptance of the diversity and richness of their cultures
- Their opportunities to experience other cultures
- Their ability to celebrate each other's successes

- Their access to a range of educational visits

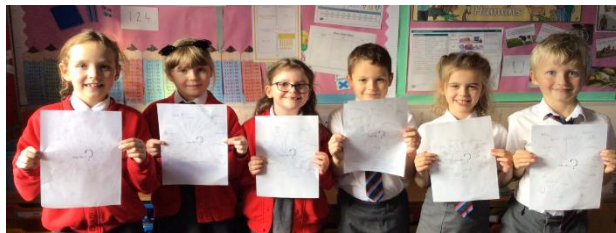
<https://www.stmatthewsceprimary.com/smsc-across-the-curriculum/>

The Church of England's Vision for Education states a core desire that children will experience **life in all its fullness** (John 10:10). The worth of each student impels us to work to fulfil their God-given potential, whatever the religious or other tradition with which they or their family identify. All pupils at St Matthew's are encouraged to stretch themselves spiritually, morally, intellectually, imaginatively and actively, and to aspire to be well-educated to prepare for the opportunities and responsibilities of adult life, enabling them to make a positive contribution to society.

We define Spirituality as an ongoing, reflective journey. It is something that teaches us about questioning, understanding and relationships. *"Spirituality is primarily about relationships. It is about understanding the internal relationship with ourselves, and external relationships with one other and from a Christian perspective with God."* Spiritual Development: Interpretations of Spiritual Development in the Classroom (Church of England, 2019)

Spirituality enables our children to be happy; flourish and succeed and live life in all its fullness. Children are provided with opportunities to develop the four elements of spirituality during half termly spiritual afternoons and across the curriculum. These elements are:

- Self
- Others
- World
- Beyond



Our curriculum design and implementation is continually monitored and reviewed to ensure that the intent is being fulfilled. Subject leaders at all levels have clear roles and responsibilities which impact upon curriculum design and delivery, as well as gathering evidence to evaluate the provision.

All school leaders will need to know:

- How well are children learning the content outlined in the curriculum?
- What evidence has been used?
- How well are pupils prepared for their next stage of education? Where do they go next?
- How do we know our curriculum is having an effect across all pupils, including those who are disadvantaged or have low attainment?

All teachers will need to know:

- How well are key subject knowledge and skills consolidated before moving onto the next topic? How do we know?
- How well-developed are pupils' learning habits and learning skills? How do we know?
- How do we use evidence of pupils' learning to feed into our planning and adaptation of the curriculum?

This is carried out through a monitoring cycle that incorporates pupil voice, lesson observation, learning walks, book scrutiny, pupil outcomes, assessments, governor monitoring, subject leaders' report and feedback, alongside the advice of external experts and critical friends e.g. CDAT, local cluster schools or Chester Diocese.

We believe that excellence in education is based on outstanding leadership, a high-quality curriculum and excellent classroom practice. The CDAT School Effectiveness package supports us in a range of areas including academically, socially, creatively, physically and spiritually. They also provide new networking opportunities to share best practice.

Everybody has the opportunity to flourish. Our disadvantaged children are some of our most vulnerable children. For this reason, we are uncompromising in our ambition to develop the whole child whilst ensuring we utilise research and new initiatives locally, nationally and globally. We use our 'adaptive teaching' document to ensure we meet the needs of all pupils. We aim to ensure that our children know and understand their role as global citizens to improve their social mobility and we encourage the children to be courageous advocates from within the broad and balanced curriculum that is delivered.

We want every child to have opportunities for deep thinking, reflection and personal spiritual growth through collective worship, RE teaching and many awe and wonder opportunities throughout the wider curriculum. We are committed to developing the whole child to their highest level academically, personally and spiritually, underpinned by our strong Christian values. We are unbending in our goal to ensure that our disadvantaged children perform in line with the non-disadvantaged within school not just academically but also across the wider curriculum, in child leader groups, in sporting events and through enrichment.

Our partnership with the trust has provided us with opportunities to work with lead teachers who are subject specialists and have provided training and support for subject leaders within school to ensure that we offer a curriculum that is broad, rich and balanced; focused on developing knowledge and skills; and is meeting the needs of each child. We have worked with the CDAT School Improvement Team who have led CPD sessions for staff (e.g. adaptive teaching) and we take part in regular workshops and networking opportunities (e.g. phonics lead teacher sessions). Staff are encouraged to proactively choose CPD opportunities that will be of benefit to themselves and the school and positively impact on the quality of teaching and learning at St Matthew's.