



OUR CURRICULUM INTENT

Here, at The Minster Nursery and Infant School, we understand that the local context influences the lives and needs of our children and their families (Bronfenbrenner’s Ecological Systems Theory). Croydon’s Fingertips data highlights ‘red flags’ in certain areas of our community. This has led us to design our curriculum in such a way as to give our children the best possible start on their journey as life-long learners. We want our children to have as many choices as possible at post-16, 18 and beyond. This vital work starts here.

Our scriptural underpinning and ‘Golden Thread’, **Let all that you do be done in love** (1 Cor 16:14) is there to remind us why we teach our children to love themselves, love others and love the world in which we live as an expression of God’s love. This Golden Thread is at the heart of everything we do and is woven into the life of our school and developed through the curriculum and enrichments that we offer.

- To love ourselves, we promote healthy boundaries and lifestyles, aspiration (the ability to expect good outcomes), resilience, self-respect and self-esteem within healthy relationships. The development of character and courage is needed to resist peer pressure in order to choose what is good in life. Equipping children with the necessary skills to achieve well is essential. Our children know what is required to succeed and their natural inclination to be successful learners flourishes here.
- To love others, we build empathy and cooperation. We model affirming relationships and teach the importance of the role of the bystander in standing up for what is right. We teach the skills of positive self-assertion (Stop, I don’t like it.) to promote the respect of consent.
- To love the world in which we live, we provide children with a rich variety of experiences to promote understanding, care and curiosity about the wider world.

With these factors in mind, we have developed the following ‘Drivers’ which will shape our Curriculum, making it as relevant and bespoke for our children as possible.

<p><u>Key Skills</u></p> <ul style="list-style-type: none"> ● Reading widely with fluency, understanding and joy. ● Writing for a variety of purposes with stamina and joy. ● Fluent in number and problem solving. 	<p><u>Language and Communication</u></p> <ul style="list-style-type: none"> ● Listen well and understand well ● Widen vocabulary ● Question, reflect and refine our understanding ● Imagine, create, test and evaluate
<p><u>Challenge</u></p> <ul style="list-style-type: none"> ● Probe thinking ● Embrace ‘finding out’ ● Make connections ● Not ‘hard’ just ‘unfamiliar’ 	<p><u>Broad Experiences</u></p> <ul style="list-style-type: none"> ● Creating memories to talk and write about. ● Discovering our locality. ● Maximising the diverse heritage of our children. ● Outdoor learning.
<p><u>Happiness</u></p> <ul style="list-style-type: none"> ● A sense of belonging for everyone ● High quality play ● Nurture at the heart of our school ● Social cohesion 	<p><u>Working with others</u></p> <ul style="list-style-type: none"> ● Valuing others’ opinions and views ● Engaging parents and carers ● Collaboration and pupil voice ● Learn from research and best practice.