Pinhoe C of E Primary School
Curriculum Statement

Learning to live life in all its fullness

"I have come that they may have life, and have it to the full."
John 10:10b

At Pinhoe CofE Primary School, we want to learn to live life in all its fullness. We believe Jesus' words from the Bible where he tells us that he came to Earth so that we all "may have life and have it to the full". We believe he died in our place so that through believing in him, we can have eternal life. We also believe we can have a fulfilling life on Earth as God's children, through his Holy Spirit. Our vision for our school community is that we can flourish through learning to live life to the full, through opportunities, curriculum design, spiritual development and school attitude and ethos.

Values

These four values stem from our belief that Jesus died so that we could have life to the full. We believe these values help us to do that:

Love:
Jesus came to Earth because God sent him, out of love for us.

"For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life." John 3:16

Forgiveness:
We should forgive others because through Jesus' death, God forgave us.

"Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you." Ephesians 4:32

Courage:
We can trust in God, and have courage to live life in all its fullness.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." Joshua 1:9b

Peace:
We are filled with God's peace - both individually and within our community.

"May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit." Romans 15:13

Promises

Our Christian vision of learning to live life to the full sets out 5 key promises to our school community to allow them to:

Think Big:
We will empower you to think big and work with others.

Flourish:
We will help you to flourish, living life to the full.

Know Yourself:
We will help you to be proud of who you are and appreciate others within our community.

Make Good Choices:
We will help you to develop good habits for life.

Be Agents For Change:
We will help you to recognise that you are powerful and can make the world a better place.

Pupils, staff and parents collaborate at Pinhoe C of E Primary School to guarantee that we produce well-rounded citizens for our future generations, securing their spiritual, moral, cultural, mental, and physical development through access to our broad and balanced curriculum, enriching experiences and community relationship building opportunities. This, together with our vision, values and promises is the basis of our curriculum.

Intent

Over the last few years we have been developing our own, bespoke curriculum framework. We wanted to build our curriculum upon our Christian foundation and Core Values, securing knowledge and developing skills within a context that prepares our children for life within the wider world. Our mission is to empower our children to become confident, self-aware and empathetic.

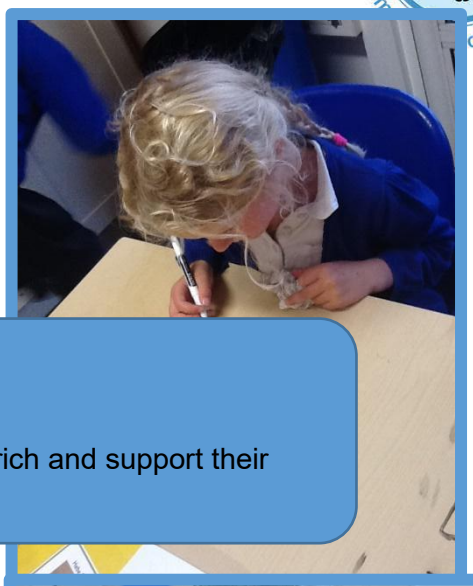
Our Curriculum Pledge outlines our vision in a way that is understood by children and their families:

> ***At Pinhoe CE VA Primary School the curriculum, underpinned by our Christian foundation, will prepare you for a constantly changing world, providing you with the necessary skills to contribute to society and lead happy, healthy lives. Our Core Values of love, forgiveness, courage and peace permeate all that we do.***
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> ***We promise that your learning will be exciting and creative; a magical adventure with infinite possibilities!***

Our strapline - 'Living Life in all its Fullness' - is embodied within our curriculum, which marries deep thinking with deep purpose and active engagement with the world. We teach our children how to live as well as how to learn. Opportunities for prayer and reflection are planned into the school day, whilst 'bigger questions' provide exploration and challenge thinking.

Considering a wide range of research, we have created a curriculum that values knowledge-based learning which is developed within substantive and disciplinary domains, clearly building upon prior learning and existing understanding. In these times of global and political uncertainty, highlighted within the Global Challenge Report: The Future of Jobs 2017, it is clear that we need to educate our children to think more critically, more ethically and become more geo-politically aware. The OECD report 2018 evidence that employers are increasingly focusing upon soft skills as part of their recruitment processes. The Varkey Foundation Generation Z Report confirms that we have the lowest levels of physical and emotional wellbeing in the world, which means that we are least likely to think it is important to contribute to wider society. Through character education, which is made

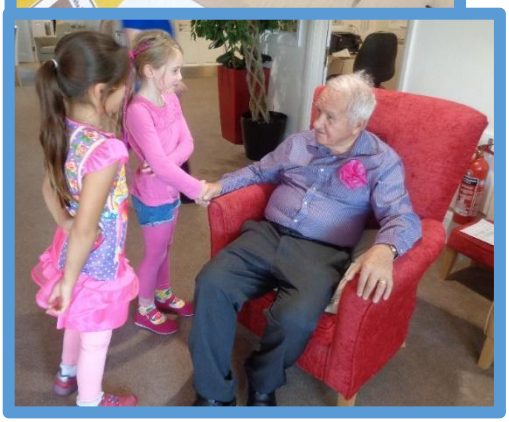
explicit within our curriculum, we are empowering children to think for themselves and understand the important role they play in the world around them.



We recognise the importance of re-imagining learning so that our children develop as global citizens that recognise how they can create a world that they want to live in. They need to understand:

- Who they are
- How they fit into the world
- What contribution they can make
- How personal values and for some, faith, can enrich and support their lives

We have developed a rubric for the progression of knowledge, skills and attitudes linked to supporting our children in becoming active and responsible citizens (relational). These are being woven into our curriculum plans and learning themes. This relational learning challenges children to consider their impact upon the world around them and provides an aspirational context for considering the future.





Metacognition and the development of learning skills is already embedded in our curriculum and made explicit to the children through our learning heroes.

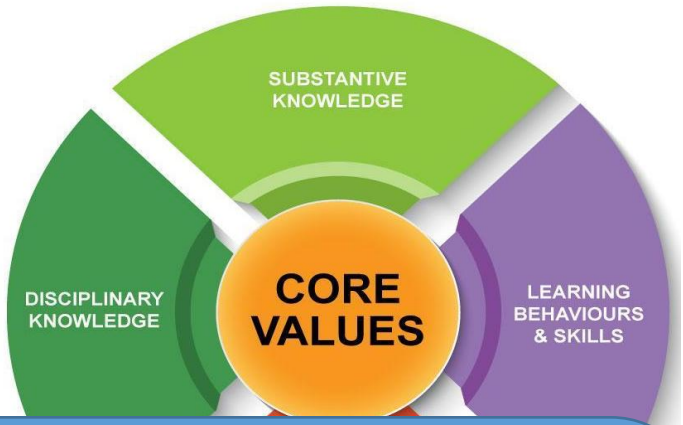
Deep learning occurs within affective and cognitive domains.

Affective aspects within areas such as values, attitudes and motivations, are modelled and taught explicitly.

We acknowledge that our curriculum needs to be creative and responsive, not only to the needs and

interests of the children, but to the world around us: it will evolve over time.

Pinhoe Curriculum Model



Our design principles are:

Developing responsible and active citizens
Providing aspiration within our curriculum model within cognitive and affective domains
Building upon prior learning in a meaningful and relevant context
Underpinning the curriculum with our Core Values which thread through all schemes of work
Children acquiring substantive and disciplinary knowledge through relational learning sequences
Children as reflective learners
Language enrichment and core vocabulary development

The common language we are using includes:

- **Schema** – Building new knowledge based upon existing pathways in the brain.
- **Substantive learning** - content of a subject. Stuff that is given e.g. Factual content/procedural/fluency
- **Disciplinary learning** - It involves relational learning and connectedness with subject matter (going deeper), judgement making, argument, reasoning, thinking, interpretation, rules and patterns.
- **Relational learning** – The relationship between knowledge and the wider world
- **Metacognitive** – Understanding the learning process and our engagement with this
- **Aspirational** – Self-belief and goals for the future.
- **Creative** – Deeper thinking and manipulation of knowledge and skills
- **Affective** – Values, attitudes, dispositions and motivation
- **Cognitive** – concerned with the act or process of knowing and perceiving; relating to the mental processes of perception, memory, judgment, and reasoning

Skills map for developing responsible global citizens:

- Social Justice and equality
- Identity and Diversity
- Globalisation and Interdependence

- Sustainable development
- Peace and Conflict
- Human Rights
- Power and Governance

Underpinning all of this is our:

Foundational Knowledge Guarantee (Reception – Year 2)
Strong Foundations by Design

In October 2024, Ofsted's research report *Strong Foundations in the First Years of School* stated:

"By the end of Key Stage 1, all children need foundational knowledge: how to communicate, read, write and calculate."

The report cautioned against:

- Introducing complexity too early
- Overloading working memory
- Prioritising activity over learning
- Failing to build securely on prior knowledge

At Pinhoe C of E Primary School, we define foundational knowledge as the small, essential set of knowledge, habits and cognitive capacities that make later learning possible.

This is not an exhaustive list of everything that matters. Rather, it is that which we prioritise relentlessly.

By the end of Key Stage 1, every child in our school will have been explicitly taught, have practised and will have been supported to secure the following foundations.

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1. Executive Function

(The cognitive control that makes learning possible)

Strong executive function reduces cognitive overload and enables children to learn, retain and apply knowledge.

Children will be explicitly taught and supported to:

Working Memory

- Hold and act on 2–3 step instructions
- Maintain the goal of a short task and complete it

Inhibitory Control

- Pause, wait and follow taught routines
- Sustain attention during short independent work

Cognitive Flexibility

- Shift between activities or routines calmly
- Attempt an alternative strategy when prompted

These capacities are deliberately scaffolded through structured routines and guided practice, with adult support gradually reduced as independence increases.

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2. Early Reading Fluency

(The gateway to the curriculum)

Children will:

- Apply secure phonic knowledge to decode accurately
- Blend automatically without over-reliance on sounding out
- Read common exception words automatically
- Read age-appropriate texts fluently (accuracy + automaticity + expression)
- Demonstrate secure understanding of what they read

Fluency reduces working memory demand and enables comprehension.

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3. Writing Foundations

(Transcription that frees thinking)

Children will:

- Hold a pencil securely and efficiently
- Form lower-case and capital letters correctly and fluently
- Segment spoken words into phonemes and know how to represent them with graphemes
- Spell common exception words securely
- Write simple dictated sentences
- Demarcate simple sentences accurately

In the early years, composition — the forming and exploring of ideas — happens primarily through spoken language. Children talk before they write. Written composition develops as transcription becomes fluent enough to carry thought. The role of spoken language in composition is addressed in Section 5.

Transcription must be automatic enough to allow attention to meaning.

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4. Early Mathematical Fluency

(Number sense that endures)

Children will:

- Demonstrate deep understanding of numbers to 10 (recognition, composition, comparison, subitising)
- Recall number bonds within 10 automatically

- Add and subtract single-digit numbers fluently
- Count reliably forwards and backwards within 0-100
- Use precise mathematical language

Foundational number knowledge is conceptual and automatic, not procedural and fragile. Further progression builds securely on these foundations, as set out in our wider mathematics spine.

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5. Spoken Language

(The medium through which all early learning is developed)

Ofsted's Strong Foundations report states that all children need to know how to communicate. It does not name spoken language as a discrete developmental domain. The Pinhoe approach is to name spoken language and to take a deliberate approach to its development. This is a trust-led addition, not a compliance response.

Spoken language is the medium through which all other learning in the early years is developed, rehearsed and consolidated. It is where composition lives before transcription makes written composition possible. To teach well in the early years is to teach language with intention.

Children will be explicitly taught and supported to:

- Speak formally in full sentences as a consistent, expected habit
- Use taught vocabulary accurately and in context across all areas of learning
- Explain their reasoning aloud — in mathematics, in reading and in practical tasks
- Listen purposefully and respond relevantly to adults and peers
- Use talk to compose, explore and refine ideas before committing them to writing

Spoken language is not a precursor to learning. It is the primary mode of learning in the early years.

Our Professional Commitment

Across the school we will ensure:

- New learning is delivered in small, cumulative steps
- Daily deliberate practice builds automaticity
- Spoken language is explicitly taught, modelled and expected across all areas of learning
- Writing expectations match reading and phonic stage
- Curriculum pace does not compromise fluency
- Intervention is timely and precise

We will prioritise depth over superficial coverage.

Our Reputation

We intend to be known for:

- Children who read confidently and fluently
- Children who manipulate number with ease

- Children whose writing shows fluency and pride
- Classrooms that are calm, focused and purposeful
- Early Years and KS1 provision that is disciplined, warm and ambitious

Strong foundations are the first expression of our belief in the right of every child to flourish.

Implementation



The Pinhoe Learning Heroes, based on BLP (Building Learning Powers) acts as a focus for teachers and children to ensure that learning language is consistent and embedded throughout the school. These key learning skills are reviewed and refined within a progression ladder so that at each stage expectations are clear and explicit. Adopting a metacognitive approach, children review their own learning process as well as their approach to learning within regular reflection sessions.

Building Learning Power is an approach to learning that we have begun to implement at Pinhoe C of E Primary School. This approach was created by Professor Guy Claxton. It is based on the idea that we are all capable of becoming better learners. BLP applies this idea directly to the work of teachers in the classrooms, to provide a practical framework for fostering lifelong learning in all young people.

Key Principles

It is a learning culture that encourages children and teachers to become better learners
It allows children to approach difficulties in learning without fear of failure
It allows the children to take small steps within learning
It develops confidence
It is not additional to teaching but should be grounded within everyday teaching and learning
It gives clear labels for the children to use to develop understanding of learning processes

Why are we Building Learning Power?

We believe that BLP is beginning to allow us to develop a common language for learning across the school. The language is used in all classrooms, with all children. This helps everyone talk about understanding learning to learn. We hope that this understanding will begin to spill over into life outside school, where you will be able to reinforce the ideas by encouraging the children to use their learning language in their everyday lives.

The idea is that the four dispositions (4 Rs) are like a group of "learning muscles". Just as we can build our physical muscles with the right kind of exercise, learning muscles can also be developed and can grow in strength and stamina. It is these we are aiming to develop in the children.

What does BLP look like?

You may hear your children using some of the language that has been introduced in school. Professor Claxton suggests there are four main learning dispositions:

Resilience - not giving up,

Resourcefulness - being able to use a range of learning strategies and knowing what to do when you get stuck,

Reflectiveness - being able to think about yourself as a learner and how you might be able to do this better,

Reciprocity - being able to learn with and from others, as well as on your own.

We are going to call this fourth R '**Relationships**'

These dispositions are then split into seventeen learning 'muscles' that the children are encouraged to 'stretch' within their everyday lessons and activities and apply to different aspects of their learning.

In order to make this child friendly, we have created 4 Learning Heroes, one for each disposition. These heroes will represent all the different 'muscles' for that disposition.

For further information, please refer to our learning heroes page on the website.

Building resilience is a focus across the curriculum. Daniel Coyle talks about the importance of struggle and practice in encouraging the development of myelin within our brains and how this helps us to build schemas. Our curriculum is challenging and identifies prior learning links so that it is scaffolded and relational.

We recognise the importance of learning as a social experience, providing children with a range of rich dialogic contexts where learning is strengthened through co-construction and collaboration,

discussion and debate. Children learn to question, justify, and reflect; this is embedded within our curriculum design.



Assessment and feedback is integrated into curriculum plans; checking for understanding is embedded within our curriculum delivery model. We use Pixl as an assessment resource and as an excellent diagnostic tool to identify gaps and aid future planning, alongside FFT to collect and analyse whole school trends, which again, feed into future planning.

There is a focus upon striving for excellence in affective and cognitive domains linked closely to our school Core Values and strapline. Our learning environment is more than content. It supports the learning process and reflects our pedagogy and Christian foundation.

Across the school, we support all pupils with the use of the OAIP (ordinarily available inclusive provision). This will support all children and young people to attend, engage and thrive in their educational setting. It is designed to ensure approaches, provision and practice that is 'helpful to all, harmful to none and crucial for some'.

The **Ordinarily Available Inclusive Education Framework** sets out expectations of what high quality, inclusive practice should look like for all children and young people in all schools and settings. Underpinning the framework are 10 key principles (Relationships, Flexibility, Child-centred, Inclusive, collaboration, curiosity, responsive, predictability and communication) for inclusive education and practice that align with headteacher and teacher standards and are at the heart of good teaching practice.

The **Ordinarily Available Targeted Support Framework** defines the enhanced adaptations, provisions and targeted interventions that may be put in place to support children and young people who may have additional needs, including SEND. It is structured around the four areas of need from the SEND Code of Practice and will support schools and settings to identify and meet need as part of their graduated approach.

Living Life to the Full, all children access a wide range of enrichment opportunities within the school day and beyond, inside and out. Teachers adopt an enquiry approach coupled with clearly identified, knowledge-based outcomes and make learning meaningful so that children are inspired by a wide range of exciting experiences. Learning is personalised so that every child is challenged and can experience success. Technology is used creatively by adults and children and enhances opportunities for independent learning. Our mental health and parental engagement strategies support our inclusive provision and ensure that our curriculum is holistic and accessed by all.

Holding the Gold Sports Award, an active forest school and developing an outdoor learning approach has enhanced the quality of our curriculum offer. These enrichment experiences contribute to the

broad curriculum we are able to offer at Pinhoe. Children can access many arts-based clubs and activities and excel during our residential experiences, which are offered during year 6. Our outdoor learning lodge has provided a venue for music lessons, class lessons, sensory space and acts as a base for a quieter and more mindful space at lunchtimes.



Impact

- Learning behaviour is excellent; children are excited by learning and show high levels of resilience.
- Across the school we use regular and robust triangulated quality assurance to gauge the impact of our curriculum design. Leaders at all levels review learning, talk with our children and provide feedback to move practice forward.
- We aim for our children's attainment and progress to be in line or exceeding when measured from their starting points, in comparison with national data (where appropriate), our curriculum maps, assessment documents and monitoring evidence.
- Our curriculum ensures that we develop well-rounded citizens with a clear understanding of our school Core Values. Feedback from our secondary schools confirm that our children transition very well and are resilient, well-rounded pupils.
- Our curriculum addresses negative stereotyping through investigating similarities and differences, and promoting acceptance, diversity, citizenship and human rights. Our children are able to debate, demonstrating their own viewpoints and a strong sense of right and wrong.
- Learning dispositions are developed which leads to success both now and in the future. Children demonstrate greater levels of resilience, motivation and a growth mind set when faced with different types of challenge. They develop attitudes and dispositions to make a positive contribution to the world. Our daily interactions provide a regular check on this and are supported by key policies and procedures.

Our full curriculum map can be found on our website alongside more detailed information regarding our learning heroes.

Finally, curriculum development has been given high priority within our school development plan. It will continue to evolve and will be reviewed annually in consultation with children, staff and governors.

Jen Metcalf

October 2026