



St James' Primary School

Curriculum Intent

St James' is a large primary school in the centre of Tunbridge Wells, a Spa town in the South East of England with a commuter link to London. At St James' we have a small catchment area, however this holds a changing demographic and we benefit from a diverse mix of cultures and ethnicities. We aim to deliver a curriculum which is suited to the needs of all our learners here at St James'. Tunbridge Wells hosts many nurseries and secondary schools with different characteristics including, but not limited to, forest schools, grammar and faith schools, and our pupils transit between a number of these as they enter and leave primary education. It is therefore our role to prepare our pupils for a variety of different education systems when they leave Key Stage 2, building on a wide range of foundation experiences.

At St James' we aim to educate the whole person. We want each child to flourish academically and to grow in wisdom, informed by the deep tradition of Christian wisdom which offers a healthy, and long-term context for all their growing and learning together. This is enabled by an excellent education, a broad and balanced curriculum, with a rich variety of experiences that extend beyond the classroom.

At St James' there is a high level of parental engagement and parents/carers take a great interest in their child's learning. Many of our pupils have opportunities to experience the world beyond Tunbridge Wells whether through real-life or digital connections. It is therefore important that we build on our pupils' individual experiences, teaching them to navigate the world safely and confidently whilst also recognising that not all our pupils will have the same starting points.

Learning at St James' includes an emphasis on learning behaviours such as independence and resilience as we work to prepare our pupils to become successful, lifelong learners.

We aim to develop pupils who are world citizens by celebrating diversity and developing an understanding of the world and their place within it.

Motto	Growing, Caring and Learning Together					
Vision	At St James' we aim to educate the whole person. We want each child to flourish academically and to grow in wisdom, informed by the deep tradition of Christian wisdom which offers a healthy, and long-term context for all their growing and learning together. This is enabled by an excellent education, a broad and balanced curriculum, with a rich variety of experiences that extend beyond the classroom. The symbol of St James' is the pilgrim's shell. As each child journeys through school, we seek to support them by laying firm foundations, growing and learning together from the teaching of Jesus about wise and foolish builders.					
Values	Trust	Forgiveness	Co-operation	Kindness	Hope	Openness
Curriculum Drivers	<i>Health and Wellbeing</i>	<i>At St James', our curriculum looks to support and develop the whole child. We recognise that our curriculum is not solely the content of the National Curriculum, but also wider skills and knowledge to support pupils at all stages of life. If we want pupils to learn, they must have high levels of wellbeing and feel comfortable and supported.</i>				
These shape everything we do within our school. They are things we	<i>Learning for Life</i>	<i>We aim to give pupils the 'tools' they need to continue to embrace learning as they move on from St James', recognising how we learn and the skills needed in order to acquire the knowledge and skills of the curriculum and beyond. We acknowledge how a love of learning stems from an individual and, whilst we can provide engaging activities and learning opportunities, individuals must have personal learning skills in order to make the most of these.</i>				



value and recognise the relevance of for our pupils.	Responsibility/ Legacy	<i>Pupils have opportunities to take responsibility at different levels throughout the school – including class special helpers, playground buddies, CW monitors and sports teams. We encourage pupils to be responsible for their belongings and their learning – homework tasks, focus and effort in class. This builds so that pupils can recognise how their actions can have an impact on others and their surroundings as well as recognising how they can have an impact on wider global issues such as climate change.</i>
	Community	<i>We recognise the diverse nature of our school community. Pupils will identify the different communities they belong to and our roles within these. We support others and appreciate differences as well as recognising similarities. We celebrate diversity within the school, locality and beyond.</i>
	Creativity	<i>We are all creative and we can express this across all subjects and areas of learning. Creativity is recognised as the exploration and generation of new ideas, not solely arts-based learning. We encourage our pupils to embrace their creativity and recognise how this can support their learning across all subjects and areas of the curriculum.</i>
	Natural World	<i>We recognise that we live in an exciting and ever-changing world. We identify how we can use the resources provided by the planet to support our mental and physical health as well as exploring what we can do to protect it. We study the world around us, both near and far, to gain a greater insight into the processes and events that shape our lives.</i>

Curriculum Driver Progression

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Health and Wellbeing	Pupils know how to stay safe and who to turn to if they need help. They know how to stay healthy and the key elements of a healthy lifestyle.						
	They are aware of their emotions and can name the emotions of others.	They recognise that we all feel a variety of emotions and the appropriate ways to express them	They understand when to ask others for help.	They understand the impact their behaviours and actions have on their health and wellbeing.	They understand how to express themselves and their emotions appropriately in a wide range of situations at school and in their wider lives.	They are developing a growing awareness of themselves and how they can develop and grow with the help of others and with their own efforts.	They understand their own mental health and wellbeing and when to ask for help. Pupils are aware of changes that are happening to them and can ask questions to further their own understanding.
Learning for Life	Pupils in YR are introduced to the first four Learning Powers: Have a Go, Concentrate, Cooperate and Enjoy Learning. They are supported to reflect upon their play and	Pupils in Y1 are introduced to the remaining 4 Learning Powers: Don't Give Up, Keep Improving, Be Curious and Use Your Imagination. They begin to recognise how	Pupils in Y2 continue to develop their understanding of the foundation Learning Powers. They recognise how their mindset can affect their connection with their learning.	Pupils in Y3 begin to build upon the foundation Learning Powers. They embed these and ensure they apply them in their daily learning.	Pupils in Y4 are introduced to the wider Learning Powers which build upon those previously explored.	Pupils Y5 embed their understanding of the wider Learning Powers and are beginning to be able to explain how they have used their Learning Powers in their day to day lives.	Pupils in Y6 are able to appropriately apply a combination of Learning Powers across their learning. They are able to identify how these skills have supported their understanding



	recognise when they have acquired new knowledge or skills.	learning develops and needs to be revisited – neural pathways as stars.					and engagement and recognise how they can utilise these going forward.
Responsibility/ Legacy	Pupils in YR are supported to take responsibility for their personal belongings. They begin to recognise that their actions can affect others.	Pupils in Y1 explore how their actions can impact others on a wider scale – class/school. They take responsibility for their surroundings and begin to explore how they can have responsibilities in the local area.	Pupils in Y2 begin to take on responsibilities and leadership roles within the school. They recognise how their behaviours can be influential to those around them.	Pupils in Y3 recognise they have an impact that goes beyond their immediate environment. They explore how their actions within the local community can have an impact.	Pupils in Y4 recognise they can make a difference within their community which can then have an impact on wider scale. They recognise how they can be a stimulus for change further afield through local actions.	Pupils in Y5 recognise they have a responsibility that reaches far beyond their local/national community and that they have a responsibility to leave a positive legacy to those that come after them.	Pupils in Y6 recognise that their actions can have an impact throughout the ages on both a local/national and international scale. They take responsibility for others and are allocated school wide positions of responsibility.
Community	Pupils in YR will recognise that they belong to different communities.	Pupils in Y1 will identify that each person may belong to a different community. They begin to recognise that they have a role within the communities they belong to.	Pupils in Y2 celebrate their own communities while being aware of communities they may not belong. They show sensitivity towards these and recognise that different communities may have different values/beliefs.	Pupils in Y3 recognise that communities grow and develop over time. They identify how some things may change whilst others continue as key principles.	Pupils in Y4 recognise the wider communities they belong to. They apply this understanding when considering their role as a citizen of their country. They understand what keeps communities together and the issues that can challenge their cohesion such as different perceptions.	Pupils in Y5 recognise their personal role in being a member of the local/national community. They understand what keeps communities together and the issues that can challenge their cohesion such as inequality, stereotyping and prejudice.	Pupils in Y6 recognise where our community fits in with other local/national and international communities. They explore links with others and can explain similarities and differences. They understand that we have much in common with communities around the world and that our diversity is our strength.
Creativity	Pupils have opportunities to express themselves creatively on a daily basis.	Pupils in Y1 develop their creativity through their daily learning tasks. They	Pupils in Y2 develop their own creativity through being inspired by others, and can apply these	Pupils understand that there are different ways to creatively solve problems. They are	Pupils in Y4 understand that every problem has a solution if we are	Pupils in Y5 can identify when creativity is necessary to solve challenging problems	Pupils in Y6 can use their creativity and imagination to develop solutions to problems in their



		are supported to solve problems.	new skills in their learning. They can recognise how others have solved problems creatively.	developing their own creativity.	creative enough in our thinking.	or enhance our daily learning.	learning and in a wider sense in their daily lives.
Natural World	Pupils in Reception are aware of natural features in their immediate environment. They suggest how we can look after these.	Pupils in Y1 are developing their understanding of the natural world. They look more closely at local natural environments.	Pupils in Y2 can explain there is more than one type of natural environment and can describe how we can keep our local natural environment safe.	Pupils in Y3 observe local natural environments closely and recognise how these are interconnected.	Pupils in Y4 understand how to enjoy our natural environment and are aware of how much we depend on it.	Pupils in Y5 recognise the importance of the natural world for our own wellbeing. They can explain how varied the natural world is.	Pupils in Y6 have a good understanding of features of the natural world across the planet. They recognise how our lives are affected by natural processes and understand how our actions can affect these.



Science

Pupils develop their understanding of how our bodies function and use this knowledge to help make choices about foods they eat and activities they undertake to stay healthy.

Art and Design

Pupils are encouraged to explore the therapeutic elements of art and to recognise how these activities can support their mental health and wellbeing.

Computing

Pupils are actively taught how to keep themselves safe when using technology. They are able to recognise dangers online and actively seek to protect their data whilst online.

P.S.H.E.

Pupils are able to explore their own emotions and consider how to keep themselves safe. They consider how to be the best version of themselves as well as how to develop healthy relationships. PSHE is a central subject to the development of an understanding of health and wellbeing.

P.E.

Pupils recognise how they can keep themselves healthy through sport and exercise. They build on their relationships with peers through team games and partner work. Pupils recognise how physical activity can also support mental health and wellbeing.

English

Pupils are encouraged to share their opinions about texts and to consider others point of view, recognising that they may have different ideas and enjoyment of texts.

Health and Wellbeing

At St James', our curriculum looks to support and develop the whole child. We recognise that our curriculum is not solely the content of the National Curriculum, but also wider skills and knowledge to support pupils at all stages of life. If we want pupils to learn, they must have high levels of wellbeing and feel comfortable and supported.

Forest School

Pupils are encouraged to explore and take risks in the outdoor learning environment. They are supported to recognise how they can keep themselves safe whilst challenging themselves. Pupils recognise the benefits of being outdoors and fresh air in supporting their health and wellbeing.

Time to Talk/ Play Therapy

Pupils are encouraged to talk about their worries and concerns. They are given time to talk to an adult when this is required, to help piece together problems and to support their understanding. They are able to feel heard in a safe and supportive environment, further supporting their mental and physical health.

Design Technology

Pupils learn about the different types of food their bodies require to function effectively and practise applying skills to prepare foods themselves.

MFL - French

Pupils are encouraged to explore languages as a way of expressing themselves, and communicating their feelings to others.

R.E.

Pupils recognise how Christians utilise their relationship with God to support their mental health and wellbeing through prayer. They understand that God is a supportive figure who helps guide Christians in times of need.

Music

Pupils are supported to recognise how music can evoke different emotions. They identify how music can be a tool to support mental health and wellbeing as well as physical health through movement in response.



English

Pupils are confident to support their own learning by seeking resources independently. These may include sound mats, dictionaries or thesaurus'. Pupils recognise how using these resources can help further their understanding and how they are supportive.

PSHE

Pupils are encouraged to be the best version of themselves. They are supported to develop caring and supportive relationships as well as recognising what they can do for themselves. Pupils are supported to ensure they are able to approach their learning with a positive attitude and to recognise how to overcome problems.

Learning Powers

Pupils are explicitly taught skills to support their own approaches to learning. We celebrate effort and process over end-results and encourage all children to recognise how they have developed as they work through challenges. Pupils identify that learning takes time and are able to talk about how they support their own learning, persevering to maintain a growth mindset throughout.

Mathematics

Pupils learn that there are different ways to solve problems. They are encouraged to explain their process and to recognise the importance of the journey rather than simply knowing an answer. Pupils recognise how resources can be supportive and are able to access these independently throughout their learning.

Learning for Life

We aim to give pupils the 'tools' they need to continue to embrace learning as they move on from St James', recognising how we learn and the skills needed in order to acquire the knowledge and skills of the curriculum and beyond. We acknowledge how a love of learning stems from an individual and, whilst we can provide engaging activities and learning opportunities, individuals must have personal learning skills in order to make the most of these.

PE

In PE, Pupils are supported to recognise how learning takes time and that they may not be successful on the first attempt. They are supported to revisit and practise skills as well as recognising how they can improve by reviewing their own performance. Pupils are encouraged to focus on their own skills and compare to their past abilities whilst also developing an understanding of teamwork.

Science

Pupils understand how to utilise their learning powers to support their approach to science learning. They recognise that science requires multiple attempts to verify results and that experiments may not always go as planned. They identify how scientists may test a hypothesis to find they are incorrect, but use this information to support further learning.

Computing

Pupils are introduced to a wide range of technology. They begin to see how this technology can support them in their learning, selecting appropriate tools for their tasks. They recognise how their learning can be supported through the use of technology and acknowledge the rapid changes and advancements in technological resources.

Time to Talk/Play Therapy

Pupils recognise the importance of communication. They develop skills alongside practitioners to support them to vocalise their ideas, concerns and emotions. They build relationships and establish how these can be supportive.

Forest School

Pupils are encouraged to persevere and revisit activities to recognise how they can improve each time. When lighting fires, pupils are taught to use fire steels, recognising that these may not be the quickest way to light a fire but can be extremely effective when used correctly. Pupils spend long periods of time exploring and creating in Forest School, as well as developing their own ideas and using their imaginations.



English

Pupils recognise that the words they use and the pieces they create can have a lasting impact. They recognise how texts can be passed on many years after the original words we recorded. They recognise the power of words and how they have a voice that is representative of the future generations.

Science

Pupils recognise how scientific discoveries have impacted life throughout history. They understand how one person can have a major impact and begin to consider how their own findings and research can help to educate others.

Sports Teams

Pupils recognise how their actions within team activities can be an example to others. They identify their responsibility to ensure they behave in an appropriate manner as well as demonstrating their skill.

School Council

Pupils are given opportunities to represent their peers by participating in school council. They recognise how their views and opinions are significant and how they can help to shape their school.

History

Pupils identify key people, events and communities throughout history that have had a lasting impact. They recognise how the actions of others has affected modern life and consider how this may also be true of their own actions going forward.

Responsibility/Legacy

Pupils have opportunities to take responsibility at different levels throughout the school – including class special helpers, playground buddies, CW monitors and sports teams. We encourage pupils to be responsible for their belongings and their learning – homework tasks, focus and effort in class. This builds so that pupils can recognise how their actions can have an impact on others and their surroundings as well as recognising how they can have an impact on wider global issues such as climate change.

Forest School

Pupils understand their responsibility when considering the impact they can have on the environment. They recognise how their actions can affect the world around them and consider how they can interact with the world in a less-damaging way. They recognise that, by sharing their learning, they can encourage others to work to protect the outdoor environment.

Geography

Pupils recognise how the world around them has changed and developed over time, as well as identifying how humans have impacted this. They are aware of key issues facing our planet and consider how they can make a difference for the future with their actions in the present.

DT

Pupils recognise how designs can have a lasting impact. They consider how key products and creations have been developed and improved over time and recognise how these have a lasting impact by helping users.

Computing

Pupils are taught how to be responsible online, how their words and actions can have a lasting effect on their audience. They recognise how data can be held in systems for a long time and the impact this can have on their futures.

PSHE

Pupils understand the need for rules. They will define what it means to be 'responsible', develop their own rules and consider ways in which they can be responsible learners and future citizens. Pupils will understand that they have a responsibility to keep themselves safe and recognise how to do this.



English

Pupils recognise how words and stories can be representative of different cultures and communities. They identify how stories can be passed down through generations and how communities may share these. They use their words to show an understanding of the similarities and differences between people within their own community and others as well as empathising and supporting.

Science

Pupils recognise how some scientific discoveries and research are developed by groups of people. They recognise that these people are part of a community and that some communities are developed by shared interests.

Sports Teams

Pupils recognise how their individual actions can have an impact when participating in team games. They acknowledge how working together within the team often produces the best results, rather than focusing on individual achievements.

MFL - French

Pupils recognise the importance of learning skills to enable them to interact with a wider variety of communities.

Maths

Pupils recognise that whilst communities may approach methods of maths differently; the results are consistent across all communities. Mathematical approaches and attitudes can be passed down through families and communities.

Community

We recognise the diverse nature of our school community. Pupils will identify the different communities they belong to and our roles within these. We support others and appreciate differences as well as recognising similarities. We celebrate diversity within the school, locality and beyond.

PSHE

Pupils are able to define the term 'community' and consider how belonging to a community can keep them healthy and safe. They can identify the different communities that they belong to and recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. Pupils can identify special people in their community who can help to keep them safe and will explore ways to ask for help when needed.

Computing

Pupils are taught to be respectful members of the online community. Through E-Safety sessions, children learn the consequences of their actions online and how they can be far reaching. They learn to be respectful of others opinions and how to use technology purposefully to support the community.

Choir

Pupils are encouraged to explore how they each play an important role within the choir community. They recognise that, by working together, they are able to share songs and evoke thoughts and feelings from those watching and listening, drawing them in to feel part of the community.

School Council

Pupils recognise how, in large communities, people are often elected to speak for the group. They recognise the importance of this democracy in ensuring messages are passed on and their thoughts and feelings are shared.

Forest School

Pupils work collaboratively on projects in the outdoor environment. They continue to follow the rules to ensure that others are able to benefit from the environment after them. They have committed to working together to respect the outdoor environment, helping with planting trees and maintaining the quality of resources, whilst holding each other to account.

RE

Pupils begin by developing their understanding of Christianity and recognise how this is a community that reaches far across the world. They also explore other religions and recognise how different communities are brought together by shared beliefs.



English

Pupils are supported to identify how they can use words to evoke thoughts and ideas. They recognise how their writing and spoken language can affect others and the images in their minds. Pupils are encouraged to consider their words carefully and to use them to express their thinking.

Mathematics

Pupils recognise that they can use and apply their mathematical knowledge and understanding across a variety of activities. They identify how maths skills aren't solely restricted to those lessons and are able to recognise how they apply their learning in other ways.

Science

Pupils recognise that there are different ways to answer scientific questions. They are supported to understand how many scientific discoveries are due to people thinking creatively and trying new approaches or testing new ideas.

Forest School

Pupils work creatively to overcome problems and to find solutions. They consider alternative approaches when building dens and swings and are encouraged to use their imaginations to interact with the natural world. Pupils explore how the natural resources can be used to make a variety of tools and objects.

Art & Design

Pupils recognise creativity as a key element of Art and Design. They are supported to identify how to develop their own ideas in response to the works of other artists, adding their own unique style. Pupils build the necessary skills by exploring and engaging with a variety of tools and media.

DT

Pupils explore current products and recognise how these have been created. They consider these and apply their own knowledge to adapt and improve. They consider new ways to solve problems.

Creativity

We are all creative and we can express this across all subjects and areas of learning. Creativity is recognised as the exploration and generation of new ideas, not solely arts-based learning. We encourage our pupils to embrace their creativity and recognise how this can support their learning across all subjects and areas of the curriculum.

PE

Pupils are encouraged to explore how they can use their bodies to move in imaginative and creative ways. They recognise how movements can reflect different emotions and consider how they can combine these to create an overall effect. Pupils also identify how creativity can be necessary when thinking about tactics and competitive games.

Choir

Pupils explore how creativity can influence the songs they perform. They recognise that different groups may perform in different styles and that the same song can be adjusted and performed in different ways.

Computing

Pupils are encouraged to use technology to support their creativity. They are able to explore a wide range of different programs and media that can support and extend their growing creativity.

Music

Pupils recognise how creativity does not simply relate to artistic creations. They consider how to apply the skills they have been taught to compose their own melodies as well as examining key pieces of music and musical styles.



Forest School

Through their time at Forest School, pupils are able to interact with the natural world and generate first hand experiences. They recognise how they can play a part in supporting the preservation and development of the environment and participate in improving our school grounds. They follow the rules of 'Leave No Trace' and are encouraged to take this learning with them.

P.E.

Pupils participate in PE lessons in the outdoor environment as much as possible. They are encouraged to recognise how their actions may need to be altered in different environments – considering the surface and wind direction for example. They appreciate that we cannot control elements and must adapt our own actions.

Science

Pupils explore the natural world throughout their scientific learning. They identify key features and recognise how processes and features are interlinked. They recognise how phenomena can affect the natural world and elements that are crucial to life. They classify, sort and compare to develop a greater understanding of the natural world around us and its inhabitants.

English

Pupils make links to the natural world through the texts they read, considering current and past natural events or information and how the world around them shapes their own ideas.

Natural World

We recognise that we live in an exciting and ever-changing world. We identify how we can use the resources provided by the planet to support our mental and physical health as well as exploring what we can do to protect it. We study the world around us, both near and far, to gain a greater insight into the processes and events that shape our lives.

Geography

Pupils explore natural events and recognise how these shape the world around us. They identify how natural phenomena such as volcanos, earthquakes and mountains can alter and shape a landscape. Pupils recognise how the world is constantly changing and growing and consider the implications this has on life. They recognise how humans impact the natural world and consider ways to limit the damage to our planet.

History

Pupils recognise how the natural world has shaped history. They explore the impact of natural events as well as considering how communities were shaped and affected by natural phenomena.

PSHE

Pupils recognise how to care for different things, including those within natural world. They consider the importance of looking after the world around us.

Mathematics

Pupils are encouraged to explore how mathematical patterns are represented in the natural world. They are encouraged to used natural resources to support their understanding as well as recognising shapes and patterns in the world around them.

Learning Powers

Pupils are able to recognise how their learning powers can be utilised to explore all environments. They are encouraged to be curious and explore the natural world.

