

## Whole School Curriculum Statement

### 1. Curriculum Intent

At Shaftesbury Junior School, our curriculum is driven by our belief that all pupils deserve a rich, ambitious education that equips them with the knowledge, skills and character needed to thrive in the next stage of their lives and beyond. We aim to nurture confident, resilient, articulate and responsible young people who are ready to embrace the opportunities of secondary school and future life.

Our curriculum is rooted in our local context. Many of our pupils face barriers linked to high mobility, deprivation, limited vocabulary, and varied prior attainment. A significant number of pupils are newly arrived in the UK, with over 40 languages represented within the school. These challenges shape our priorities and ensure our curriculum is purposeful, inclusive and designed to accelerate progress.

We build our curriculum around **four drivers** that address both the needs of our community and our ambitions for all pupils:

#### 1. Reading

Reading is central to academic success and life chances. Many pupils join us with vocabulary gaps and limited reading fluency. We prioritise reading across all subjects to ensure pupils develop fluency, comprehension, enjoyment and the wide vocabulary needed for future learning.

#### 2. P4C (Philosophy for Children)

We want our pupils to think deeply, ask questions, challenge assumptions and articulate ideas clearly. P4C supports the development of reasoning, collaboration, curiosity, respect for others' viewpoints and confidence in verbal expression.

#### 3. Healthy School

We promote habits that support physical and mental wellbeing. Many pupils present with risk factors such as obesity, low physical activity and poor oral health. Our



curriculum builds pupils' understanding of healthy lifestyles, resilience, self-regulation, emotional wellbeing and personal responsibility.

## 4. Opportunities & Experiences

We ensure pupils access a broad range of cultural, creative, sporting and enrichment experiences that broaden horizons and support personal development. Many pupils have limited access to these opportunities outside school; therefore, we intentionally plan experiences that build cultural capital and social confidence.

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## Our Curriculum Aims

By the end of Key Stage 2, pupils will be:

- **Confident communicators**—able to articulate ideas verbally and in writing.
  - **Fluent, enthusiastic readers** who enjoy books and use reading to learn.
  - **Resilient, self-aware and independent learners** who embrace challenge.
  - **Critical thinkers** who question, reflect, explain and evaluate.
  - **Healthy, active and informed** about physical and emotional wellbeing.
  - **Open-minded, respectful and responsible members of their community.**
  - **Creative and expressive**, able to apply knowledge in imaginative ways.
  - **Equipped with foundational knowledge across all subjects**, preparing them for secondary school and life.
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## 2. Curriculum Design

Our curriculum is based on the **National Curriculum**, enriched and adapted to meet the specific needs of our pupils. Subject leaders ensure that knowledge and skills are **carefully sequenced**, building progressively from Year 3 to Year 6 and, with collaboration with our local infant school, from KS1 as well.

### Key Design Principles

Across all subjects, our curriculum is designed to be:

- **Coherent and connected** – Knowledge builds over time and links across subjects are made explicit.
- **Vocabulary-rich** – We explicitly teach and revisit academic and subject-specific vocabulary.
- **Equitable and inclusive** – Adaptations ensure all pupils, including EAL, SEND and disadvantaged pupils, can access the full curriculum.

- **Knowledge-led** – We identify the most important “sticky knowledge” and ensure it is revisited and secured.
- **Rooted in local context** – Themes, examples and content reflect the community and broaden pupils’ understanding of the world.
- **Developing the whole child** – Lessons support personal development, character education and citizenship.

Subject leaders map out:

- **Key knowledge** for each unit
  - **Progression of skills**
  - **Misconceptions** and how to address them
  - **Opportunities for reading, discussion and writing**
  - **Links to the four curriculum drivers**
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### 3. Implementation

High-quality teaching is essential to the success of our curriculum. Teaching across the school draws on **Rosenshine’s Principles of Instruction** and the “**I do, we do, you do**” gradual release model.

#### Core Pedagogical Approaches

Teaching is characterised by:

- **Clear modelling** (“I do”) of concepts, strategies and expectations.
- **Guided practice** (“We do”) with scaffolds and immediate feedback.
- **Independent application** (“You do”) so pupils secure and apply learning.
- **Small steps** that build to deep understanding.
- **Regular retrieval practice** to strengthen long-term memory.
- **Questioning that probes understanding** and promotes reasoning.
- **Explicit vocabulary instruction.**
- **Checks for understanding** throughout lessons.
- **Adaptations and scaffolding** for EAL, SEND and vulnerable pupils.

Teachers adapt lessons thoughtfully to ensure all pupils access the curriculum without lowering expectations.

#### Reading Across the Curriculum

Reading is taught through:

- Daily reading instruction

- Vocabulary and comprehension teaching in all subjects
  - Exposure to rich, diverse texts
  - Opportunities for discussion, reasoning and debate
  - Parental engagement where possible
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## 4. Curriculum Drivers in Practice

### 1. Reading

We ensure pupils:

- Gain fluency through explicit practice and modelling
- Build strong comprehension strategies
- Access high-quality texts across subjects
- Develop a wide and ambitious vocabulary
- Experience reading for pleasure and purpose
- Are immersed in a reading-rich environment

### 2. P4C

We develop pupils who can:

- Ask thoughtful questions
- Think critically and creatively
- Express ideas clearly
- Collaborate respectfully
- Listen to and challenge viewpoints
- Make connections across learning

P4C principles underpin discussions in all subjects, not only in dedicated sessions.

### 3. Healthy School

We ensure pupils have regular opportunities to learn about:

- Physical activity
- Nutrition and healthy eating
- Oral health
- Sleep and lifestyle choices
- Mental health and managing emotions
- Resilience and coping strategies
- Safe relationships and respect

This is taught through PE, PSHE, science, assemblies and daily practice.

## 4. Opportunities & Experiences

To widen pupils' horizons, we offer access to:

- Creative arts opportunities
- Music and performance
- Sporting activities and competitions
- Educational visits and visitors
- Collaborative projects and enterprise activities
- Experiences linked to whole-school themes
- Opportunities to celebrate cultural diversity

These experiences build confidence, cultural capital and social skills.

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## 5. Assessment

Assessment is used to inform teaching, not narrow the curriculum.

We use:

- **Formative assessment** during lessons to check understanding and adapt teaching
- **Low-stakes retrieval** (quizzes, questioning, verbal recall)
- **Summative assessments** where appropriate
- **Moderation** to ensure consistency
- **Progression documents** to track knowledge and skills over time

Assessment also supports early identification of pupils needing additional support, especially those new to English, mid-term arrivals and those with SEND.

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## 6. Inclusion and Equal Access

We are committed to ensuring all pupils, regardless of background or need, access and succeed within our curriculum.

We achieve this by:

- Providing vocabulary and language support for EAL learners
- Using scaffolds and adapted resources without reducing challenge

- Ensuring SEND pupils receive targeted support aligned with their needs
- Monitoring engagement and progress of disadvantaged pupils
- Removing barriers to learning through pastoral support, nurture and wellbeing provision

Our curriculum is designed so **every child can achieve well.**

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## 7. Personal Development, SMSC and British Values

Our curriculum develops pupils' character through:

- Collaborative learning
- Moral and ethical discussions (including through P4C)
- Promotion of respect, tolerance and responsibility
- Opportunities for leadership and teamwork
- Learning about democracy, law and individual liberty
- Reflection on identity, culture and diversity
- Activities that support confidence, self-expression and creativity

We embed personal development across the curriculum, ensuring it is not an add-on but part of everyday teaching and learning.

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## 8. Impact

We evaluate the impact of our curriculum through:

- Pupils' knowledge, understanding and readiness for secondary school
- Progress from starting points, including for high mobility pupils
- Reading fluency and comprehension
- Pupils' vocabulary and ability to articulate ideas
- Development of character, resilience and confidence
- Engagement in learning and attendance
- Pupil voice
- Behaviour, attitudes and wellbeing

Success is seen in pupils who are:

- Knowledgeable
- Curious
- Confident
- Healthy



# Shaftesbury Junior School

'We care, we share, for the future we prepare'



Leicester  
City Council

- Articulate
- Ready for the next stage

We review our curriculum annually, ensuring it remains ambitious, coherent and responsive to the needs of our community.

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## Conclusion

The Shaftesbury Junior School curriculum is ambitious, inclusive and rooted firmly in our values and community. Through our four curriculum drivers—**Reading, P4C, Healthy School, and Opportunities & Experiences**—we provide a rich education that develops both the academic and personal foundations our pupils need for lifelong learning.