

At Whiston Willis Primary Academy we believe that our curriculum should offer children not only the National Curriculum, but equip the children with the skills they need to develop as aspirational life-long learners who are committed to their own self-development, achieving excellence and to be highly valued citizens of Whiston, Knowlsey and beyond. Our Curriculum Drivers underpin everything we do and experience at Whiston Willis to pave the way to achieving academic excellence and social intelligence for all.



Communication and Language – our curriculum is designed to develop the pupils as effective communicators. Improving pupil's ability to communicate clearly, to articulate their thoughts and ideas eloquently and to have the confidence to speak in a wide range of contexts, as well as understanding and responding appropriately to others; ultimately preparing them for life beyond school.

Cultural Diversity - our curriculum promotes cultural diversity, inclusion and opportunities for our pupils to embrace those different from themselves. This helps our pupils to adapt to an evolving world and an ever-changing society, equipping them with the confidence and acceptance to thrive in any social circle.

Personal, Social and Emotional - our curriculum gives pupils the opportunities to explore their attitudes, values and beliefs and to develop skills, language and strategies they need to live healthy, safe, responsible balanced lives. We aim to provide the relevant and accurate knowledge and personal understanding to form positive relationships with themselves and others.

Fundamental British Values – we see British Values as underpinning what it is to be a citizen in a modern and diverse Britain. They allow us to create environments free from discrimination, intolerance and hate and allow the children the voice to challenge stereotypes and prejudice, whilst strengthening the relationships within the community.

Behaviour and Attitudes - we have high expectations of behaviour and personal achievement for all our pupils. This is established by providing a caring and stimulating environment. Pupils are encouraged to be independent, develop self-control and show respect for others. The use of rewards and consequences is an integral part of successful pupil management and is both consistent and fair.

UNICEF – Rights Respecting Schools
UNICEF works with schools in the UK to create safe and inspiring places to learn, where children are respected, and their talents nurtured and they are able to thrive. Our Rights Respecting Schools award embeds these values in daily school life and gives the children the best chance to lead happy, healthy lives and to be responsible, active citizens.

Social Intelligence

(Is the capacity to know oneself and to know others).



Academic Excellence

How do we pave the way for our pupils?

<p>Curriculum Design</p> <ul style="list-style-type: none"> - Ambitious curriculum for all - Knowledge, skills and vocabulary coherently mapped - Planned to engage, inspire and enthuse - Knowledge –led - Decisions give staff the tools and expertise - Decisions made aids long-term retention 	<p>Self Confidence and Belief</p> <ul style="list-style-type: none"> - High expectations for all - PSHE curriculum - Building Learning Powers - Marking and Feedback - R.E curriculum - Rights Respecting Schools – pupil leadership - Assemblies - Theme Days/Experiences 	<p>High Expectations, Aspirations and Personal Drive</p> <ul style="list-style-type: none"> - Ambitious curriculum - High expectations for all - PSHE curriculum - Building Learning Powers - Children’s University - Curriculum Design - Aspirations Programme – Careers Carousel - Rights Respecting Schools – pupil leadership - Assemblies - Theme Days/Experiences
<p>Teaching and Learning</p> <ul style="list-style-type: none"> - Building Learning Powers - Marking and Feedback - Mastery Approach - Long Term Retention - High expectations for all 	<p>Mental and Physical Wellbeing</p> <ul style="list-style-type: none"> - PSHE curriculum - P.E curriculum - Right Respecting School work - Wellbeing Award - Assemblies - Theme Days/Experiences 	<p>Parental and Community Partnership</p> <ul style="list-style-type: none"> - Attendance - Parent consultations/ reporting - Home reading/learning links - Family Learning - Parent training opportunities - Pastoral/SEND links - Assemblies/plays - Twitter - Curriculum sharing - Social events - Community links - Aspirations Programme

Social Intelligence

How do we pave the way for our pupils?

<p>Communication and Language</p> <ul style="list-style-type: none"> - Voice 21 - Wellcom - Curriculum design - Rights Respecting Schools - Pupil Leadership 	<p>Behaviour and Attitudes</p> <ul style="list-style-type: none"> - Behaviour Policy - Rights Respecting Schools work - PSHE curriculum - Assemblies - Theme Days/Experiences 	<p>Cultural Diversity</p> <ul style="list-style-type: none"> - Curriculum design/ decisions - International Schools work - Rights Respecting Schools work - R.E Curriculum - PSHE curriculum - Assemblies - Theme Days/Experiences
<p>UNICEF – Rights Respecting Schools</p> <ul style="list-style-type: none"> - Rights Respecting Schools work - Class Charter - Behaviour Policy - PSHE curriculum - Theme Days/Experiences 	<p>Personal, Social and Emotional</p> <ul style="list-style-type: none"> - Curriculum design - PSHE curriculum - R.E curriculum - P.E curriculum - Wellbeing Award - Rights Respecting Schools – pupil leadership - Assemblies - Theme Days/Experiences 	<p>Fundamental British Values</p> <ul style="list-style-type: none"> - Curriculum design/decisions - Rights Respecting Schools - PSHE curriculum - International schools work - R.E curriculum - Pupil Leadership - Assemblies - Theme Days/Experiences

