

## Curriculum Intent

At Borders Partnership Primaries, we want our children to leave our schools thriving and ready for their next stage of education. Through our carefully sequenced, ambitious knowledge-rich and skills based curriculum, we want our children to have a strong sense of identity and belonging not only in their local communities but in a wider global sense. Our curriculum is influenced by the current thinking in curriculum design and development.

We want our pupils to know about themselves, others and the world around them. Our curriculum opens doors for our pupils, encouraging them to be curious about the world in which they live. Through our wide range of subject offers, we want our pupils to develop their individual strengths and to work hard at the areas they find more challenging. It is important that children have rich and diverse opportunities and a range of memorable experiences from which they learn and develop a range of knowledge and transferable skills. Reading sits at the heart of our curriculum; we encourage a love of reading, develop imagination and vocabulary.

Our curriculum drivers have been developed with an understanding of the local context of our school and the needs of our pupils, ensuring inclusivity. Woven throughout our curriculum are key concepts that build together to support our drivers such as invasion, empire, interdependence, civilisation and diversity. Our curriculum is built on the foundations that through learning experiences our children will become model citizens of tomorrow. We find rich and relevant opportunities to teach the skills and knowledge of Global Citizenship.

The wellbeing of our children is paramount and through an embedded values based ethos alongside our curriculum subject offer, we support our pupils to develop the ability to recognise the importance of this within their lives. The curriculum encompasses academic as well as personal and social development, seeing our children as whole individuals that will thrive when their needs are met.

We believe that access to our rich curriculum is an entitlement for all our students. However, we also know that some pupils may require more support to do so. Our teachers plan carefully to meet the needs of all pupils as they progress through the curriculum.

## Core Values

Community	Respect	Ambition	Excellence	Positivity
<p>We work together as a team, supporting each other to achieve our very best.</p> <p>We recognise and celebrate our individuality and embrace the richness this brings to our society.</p> <p>We have a sense of identity and belonging.</p>	<p>We are thoughtful about the rights and needs of others.</p> <p>We are polite and kind in our words and deeds.</p> <p>We look after our school.</p>	<p>We challenge ourselves and others and work hard to achieve highly.</p> <p>We celebrate our achievements.</p> <p>We strive to be the best we possibly can be.</p>	<p>We have a willingness and enthusiasm to learn and we always try our best.</p> <p>We only accept the highest standards in all that we do.</p>	<p>We believe that everyone can be successful.</p> <p>We approach challenges with a can-do attitude.</p>

Community Excellence Positivity Respect Ambition

**Our school provision fosters the growth and development of the whole child.**

 <p>Head Knowing</p>	 <p>Heart Feeling</p>	 <p>Hands Doing</p>
<p>Academic Achievement - big ideas and concepts                      Knowledge and understanding                      Vocabulary                      Cultural capital</p>	<p>Character skills - growing the person                      Wellbeing                      Behaviour &amp; attitudes                      Enthusiasm , passion &amp; motivation                      Global Citizenship</p>	<p>Arts &amp; Sports - growing the body                      Creativity                      Application of skills                      Participation</p>

## Our Curriculum Drivers

	 <u>A sense of Self</u>	 <u>A sense of Others</u>	 <u>A sense of the world around us</u>
	<ul style="list-style-type: none"> <li>● Our children will become passionate and motivated to learn and become independent, confident, resourceful individuals.</li> <li>● A sense of personal pride in achievement and providing a purpose and relevance for learning.</li> <li>● Develop a strong sense of self and belief for their future.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will develop an understanding of community and how to thrive as a valuable member of society.</li> <li>● They will understand that people have different needs.</li> <li>● Pupils will develop a knowledge of influential people.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will develop an understanding of how the world around them has come to be; culturally, historically and physically.</li> <li>● They will develop an understanding of the global issues that are part of our present and our future.</li> </ul>

## Global Citizenship

Global citizenship is not taught as a discrete subject but woven through every aspect of our school offer e.g assemblies, curriculum subjects, behaviour management... Teachers make professional judgements when planning where to include relevant aspects of the Global Citizenship skills and knowledge.

<p>Global knowledge &amp; Understanding</p> 	<p>Identity</p>	<p>Diversity Social Justice &amp; equity Human rights</p>	<p>Sustainable development Peace &amp; Conflict Power and governance</p>
<p>Skills</p> 	<p>Critical and creative thinking Self-awareness &amp; reflection Ability to manage complexity &amp; uncertainty Informed and reflective action Emotional Intelligence</p>	<p>Communication Co-operation &amp; conflict resolution Empathy</p>	
<p>Attitudes</p> 	<p>Sense of identity &amp; Self-esteem Belief that people can bring around change</p>	<p>Commitment to social justice and equity Respect for people and human rights Commitment to participation and inclusion</p>	<p>Concern for the environment and commitment to sustainable development</p>



## Global Citizenship - Progression Map

Knowledge & understanding				
	EYFS	KS1	LKS2	UKS2
 <p>Social Justice &amp; Equity</p>	<ul style="list-style-type: none"> <li>• What is fair and unfair</li> <li>• Importance of caring and sharing</li> </ul>	<ul style="list-style-type: none"> <li>• What fairness means</li> <li>• Examples of what it can mean to be rich and poor</li> </ul>	<ul style="list-style-type: none"> <li>• How fairness means not always mean equal treatment</li> <li>• Some causes and effects of poverty and inequality</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of defining and measuring poverty</li> <li>• Inequalities within and between societies and how these change</li> <li>• Wider causes and effects of poverty, inequality and exclusion</li> </ul>
 <p>Identity and diversity</p>	<ul style="list-style-type: none"> <li>• Similarities between self &amp; others</li> <li>• Uniqueness and value of every person</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences between peoples in local setting and also in wider contexts</li> <li>• What contributes to self-identity</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity of cultures and societies within and beyond own experience</li> <li>• Contributions of different cultures to our lives</li> <li>• Nature of prejudice ways to combat these</li> </ul>	<ul style="list-style-type: none"> <li>• Benefits and challenges of diversity</li> <li>• Impacts of stereotyping, prejudice and discrimination and how to challenge these</li> <li>• Importance of language, beliefs and values in cultural identities</li> </ul>

 <p>Sustainable development</p>	<ul style="list-style-type: none"> <li>• Living things and their needs</li> <li>• how to take care of the immediate environment</li> <li>• possibility of change in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Positive and negative impacts of people's actions (including own personal choices) on others and the environment</li> <li>• how people can damage or improve the environment</li> </ul>	<ul style="list-style-type: none"> <li>• People's dependencies on the environment</li> <li>• basics of climate change (causes and effect)</li> <li>• environmentally-responsible living and global inequalities in ecological footprints</li> </ul>	<ul style="list-style-type: none"> <li>• UN sustainable Development Goals</li> <li>• importance of biodiversity</li> <li>• wider causes and implications of climate change</li> </ul>
 <p>Peace and Conflict</p>	<ul style="list-style-type: none"> <li>• How own actions have consequences</li> <li>• some basic ways to avoid, manage and resolve conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Causes of disagreement and Conflict at personal, classroom and household levels</li> <li>• some ways of avoiding, managing and resolving conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Some causes and effects of conflict at all levels from personal to Global</li> <li>• strategies for managing, resolving and preventing conflict, including win-win solutions</li> <li>• examples of conflicts past and present in own society and others</li> </ul>	<ul style="list-style-type: none"> <li>• Causes and effects of conflict at all levels</li> <li>• importance of resolving conflict fairly</li> <li>• role of non-violent protest in social and political change</li> </ul>
 <p>Human rights</p>	<ul style="list-style-type: none"> <li>• Basic needs for human life</li> </ul>	<ul style="list-style-type: none"> <li>• Rights in class and School</li> <li>• the need to respect the rights of others</li> <li>• basic human rights and how some people have these denied</li> </ul>	<ul style="list-style-type: none"> <li>• UN Convention on the rights of the child</li> <li>• reasons why some people have their rights denied</li> <li>• those responsible for rights being met (e.g. teachers, local and national government)</li> </ul>	<ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights</li> <li>• importance of Citizens, societies and governments respecting and defending people's human rights</li> <li>• current and historical human rights issues and movements in own</li> </ul>

				country and elsewhere
 <p>Power and governance</p>	<ul style="list-style-type: none"> <li>• Rules in class and School</li> <li>• how rules can help us</li> </ul>	<ul style="list-style-type: none"> <li>• How to take part in managing and changing rules in own class/school</li> <li>• and even sharing of power and has some people are excluded from decision making</li> </ul>	<ul style="list-style-type: none"> <li>• The need for rules in own school and why does the society and how people can take part in making and changing them</li> <li>• basics of how our own country and region is governed</li> </ul>	<ul style="list-style-type: none"> <li>• Basic national, regional e.g. EU and global governance structures and systems, and differences between countries</li> <li>• how lack of power and representation can result in discrimination and exclusion</li> <li>• the power of collective action and role of social movements and government in tackling injustice</li> </ul>