

Curriculum Intent and Rationale

Introduction

Brackenhill Primary School is located close to the city of Bradford, and within easy reach of a whole host of locations that provide diverse opportunities for experiential learning. There are currently 442 pupils on roll, with a 2-form intake. The school was built in 1975, and has been extended to include three halls, a developing sensory room and a community space for parents. The school has impressive grounds, which include a field and track.

Intent

We aim to offer a curriculum that is exciting, engaging, and highly relevant, empowering our pupils to become confident, well-rounded individuals. With this in mind, we have implemented a coherent, sequential curriculum model that enables pupils' learning to connect and progress, year on year. We want to offer high quality teaching and learning for all our pupils that highlights the importance of human creativity and achievement and leads to the development of educated citizens within our own community and on a wider national and global scale. Raising aspirations and developing pupils' independence is at the heart of this.

Rationale for Implementation

We use Dimensions 'Learning Means the World' Curriculum as the main vehicle for achieving our outlined intent.

This curriculum is underpinned by four highly relevant world issues, known as the four Cs:-

Culture

Communication

Conflict

Conservation

Communication

We believe that pupils need to understand the immense power of good communication skills in preparing them for the future, helping them build positive relationships and providing them with tools to succeed. Many of our pupils have English as an additional language and have little exposure outside of school to rich vocabulary. They engage in limited conversation, so struggle to effectively build their language skills. Pupils need to know how to communicate appropriately with different audiences, expressing themselves clearly and confidently in all different forms. Communication helps them learn more and enables them to have a positive impact on society and the wider world. Good levels of communication will also contribute to strengthening our compassionate, curious school community, and develop greater emotional literacy.

Culture

Identity is hugely important in society today. Our school family is made up predominantly of pupils from conservative Muslim backgrounds. We also welcome refugees and asylum

seekers, and want them to feel, in spite of their cultural displacement, that they are important.

We value and celebrate cultural diversity and we want all our pupils to be accepting and tolerant, with a clear understanding of British Values. We want to ensure they understand culture in broader terms and have a more outward-facing world view than they currently do, recognising the influence of different cultures in the school's community, and in the wider world. They need to be aware of and recognise what has happened to different cultures in history. As part of this, we also want them to recognise the influence of the pervasive 'cancel culture' and think about whether this represents tolerance or a surrendering of their own opinions.

Conflict

All pupils will, undoubtedly, encounter conflict as part of everyday life. Refugees and asylum seeker are part of the direct collateral damage from conflict, making this a highly relevant issue for our pupils.

Learning how to resolve conflict in its earliest stages is vital, using voices and not fists. From family fallouts, born out of prejudice and misunderstanding, to incidents of bullying, our pupils are naturally surrounded by conflict.

Perseverance, resilience and decision-making are all skills that we want them to have to help them deal with and manage conflict well. By looking at conflict across history and understanding its impact, we want to enable our pupils to recognise how it shapes societies and, as a result, individuals.

Conservation

We can't ignore conservation. It is so current that we believe it is essential to teach our pupils about sustainability as part of becoming a responsible citizen. We need them to recognise that this is about helping future generations, not just themselves. They need to be well-equipped to contribute to conservation work, realising what impact their own behaviour has on the environment. We especially want them to develop a compassionate and caring attitude to the natural world, learning how to interact sensitively with wildlife.

Our curriculum narrative begins with **Communication**, as this underpins and links to the other three focus areas. We have followed this with **Culture**, because we believe that understanding identity is so important. Next, **Conflict** which has a focus on the past, specifically learning from mistakes, and finally **Conservation** which looks to the future and a better, sustainable world.

We also encourage our pupils to have high aspirations by teaching them about human creativity and achievement through additional Competency Units about famous figures that focus on Creativity, Commitment, Courage and Community.