St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Principles underpinning the Curriculum in schools that are part of the St Edmundsbury and Ipswich Diocesan Multi-Academy Trust

As part of the family of Church of England Schools, within our Diocesan MAT, it is important that the curriculum itself is theologically rooted and reflects the Church of England vision which embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework. This is worked out theologically and educationally through four basic elements which permeate our vision for education: Wisdom, Hope, Community and Dignity. (Church of England Vision for Education Deeply Christian, Serving the Common Good. Autumn 2016)

The curriculum is planned to ensure that every pupil is educated for **'life in all its fullness.'** (John 10:10.) The MAT Passport sets out the experiences, planned into the curriculum, that all pupils will have taken part in by the time they leave a MAT school. Each school develops aspects of SMSC through their curriculum. As a MAT, we have been considering how our curriculum principles help develop the spirituality and spiritual journeys of pupils. This can be seen as a journey from experience (windows) through reflection (mirrors) to growth, transformation and action (doors.)
The principles that underpin our curriculum are as follows:

Educating for…	To enable…	Theological underpinning	Spiritual capacities developed	School Provision
Wisdom, Knowledge and Skills	Discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.	**<u>God wants us to learn. The Bible says God is infinite, the universe is vast and that life is an amazing mystery. We should never give up learning and use learning in good ways to make a difference to ourselves, others and the world.</u>** Wisdom is one of the great themes of the bible extending to all areas of life. It is more than the acquisition of new skills. Wisdom is insight into the way life works: a proper	• intrigued by mystery • awe and wonder • imagination • curiosity	Whole school curriculum – broad and balanced Vision Enrichment opportunities Trips and visits Clubs Collective Worship – reflection Prayer Learning behaviours

		understanding of the consequences of our thoughts, words and actions and an awareness of the true value of things. It is rooted in proper reverence for God who is the source of all life and all values. *All wisdom comes from God.* Proverbs 2: 6		Children's University PSHE ELSA Year 6 Responsibility School and Eco Council Worship Council Teaching our values Choice of reading resources to include diversity MAT Passport Performances Sports Representing the School Big Ideas Assessment Policy Summative Assessment
Hope and Aspiration	Healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.	**God wants all his children to know that his love and forgiveness are bigger than anything. God gives us hope; he has big plans for all of us. If we fail or go wrong, we can try again. If things hurt or fall apart, it is not the end.** True hope is much more than a general idea that things will get better. The writer of the Psalms says to God: 'My hope is in you'. This is more than wishful thinking. It is instead rooted in the love and faithfulness of God. Even during difficult times biblical writers trust in God's 'unfailing love' and know that he will be true to his promises. *This hope is like a firm and steady anchor for our souls.* Hebrews 6: 19	• resilience • forgiveness • open mindedness • reflection	Courageous Advocacy Early Help Offer Mental health support High expectations Pupil centred curriculum Attendance SEND provision (inclusion) – outcomes PP provision – outcomes Equalities Thrive Children's University Provision of extra-curricular activities and take up Enrichment – trips, music, residentials, cross MAT visits, awards Jobs and responsibilities that are given to the pupils. Personal Development (Ofsted) Booster Classes

				Behaviour policy Aspirations for staff – NPQ programmes and training. Transition Links to other provision / settings – enabling pupils to have hope when they move setting. Curriculum – learning about diverse aspirational figures Cultural Capital – providing knowledge and interest that the pupils would not otherwise experience. MAT passport Ethos and culture – you can live a different way to the way pupils often experience at hope YMCA counselling
Community and Living Well Together	A core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.	**<u>God made humans to be friends and families who work together and learn to love and care for each other. God is good and being part of his family is good. In his family we support each other with love.</u>** In a Christian community all are needed, included and valued. Each person is important to the whole. The same message is found in Paul's image of the Christian community as the body of Christ. Each member of the body shares the joys and sufferings of the others and each depends upon every else. Central to this are relationships. Jesus taught to love your neighbour as yourself. Through this we learn who we are and our responsibility for others. *Let us consider how we may spur one another on toward love and good deeds.* Hebrews 10: 24	• empathy • generosity • love • care for others • responsibility for our world	PSHE curriculum RE curriculum and British Values SMSC curriculum Collective worship Involvement in courageous advocacy Pupil involvement in roles in school such as school council, playleaders, house captains, head boy and girl Pupil voice Whole school celebrations Involvement in Children's University Participation in local community events such as Remembrance. School fundraising and charity support for Save the Children Use of Big Ideas Visits to other places of worship

				Regular visits to local church Approaches to pastoral support such as ELSA School house points/ rewards systems to support school values Work with local groups such as local churches Liaison and transition work with pre-schools and high schools
Dignity and Respect	Respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.	**<u>God loves each of us. Nobody is outside of his love and care. We are special and important to him. We pay special attention to those who are disadvantaged and rejected by others just like Jesus did.</u>** Christians believe we are each created in the image of God and loved by God. We therefore have infinite worth and dignity. This is further shaped by the person, teaching and example of Jesus who demonstrated the ultimate worth of each person through his teaching, healing, feeding, sharing hospitality, befriending, and forgiving. *God made man in his own image.* Genesis 1: 27	• self awareness • inner strength and confidence • self esteem • stillness • care of self • taking a stand	Inclusive practice Anti bullying Pupil premium strategy Quality first teaching PSHE curriculum RSE curriculum Culture of celebration Vision including values Cross phase work such as school council, faith council Pupil voice Environmental /ECO schools Behaviour Policy School rules and rewards Use of restorative justice, THRIVE, ELSA, use of social stories YMCA counselling support Online safety Children's University Curriculum ambitious for all EYFS characteristics of effective learning including respect and building relationships Representation of school community and preparing pupils for life in modern Britain

				Focus in curriculum eg history to include diverse figures from history, PE include Paralympics, Music appreciation of range of genres of music such as opera, jazz, reggae etc Diverse reading texts Community links and speakers which show aspiration MAT work on cultural capital MAT Passport Collective worship RE curriculum Equality and SEN/D policies Inclusion and adaptation