

## What is a Curriculum Driver?

We believe that our children deserve and need us to provide more than just the National Curriculum. Life has so much to offer and our children have so much more to learn and experience. With this in mind we have worked to prioritise the things we want our children to experience during their time with us. We use these 'drivers' to underpin all the work we undertake in all areas of school life and to ensure our curriculum offer is enriched and personalised to our children and their families. We have 5 drivers that underpin every decision we make regarding our children’s learning and experiences in school, these drivers are personal to our school and reflect the social and educational needs of our local area. Our five drivers are: Determination, Responsibility, Empathy, Aspiration, Make a Difference.

### Determination:



We want children to develop and hold attitudes and abilities including: self-awareness, resilience, assertiveness, creativity, pride, problem solving and self-advocacy skills. We want our children to be able to take charge of their own life as they grow and develop and so they must be able to set goals, evaluate their options, make choices and then be able to plan and work to achieve these goals. When we talk about determination, we’re talking about building their self-confidence and self-image to pursue their dreams, achieve the goals they set out to achieve and to ‘stay the course’ even when something is difficult. Resilience means having the resources and skills to deal with challenges and barriers, it is a measure of how much you want something and how much you are willing, and able, to overcome obstacles to get it. It is linked to your emotional strength. We want our children to develop the emotional and physical security needed to become resilient individuals who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence and determination to ‘have a go’. Teaching children hard work and determination involves offering many chances to try new things, encouraging children through appropriate challenge and helping them learn the skills to ‘troubleshoot’ when they need to. It also involves offering specific and effort-oriented praise instead of only results-oriented praise.

Effective teaching and learning of Determination should:	make children aware of and have a chance to explore different attitudes including: self-awareness, creativity, pride, problem solving and self-advocacy
	ensure children have a variety of opportunities to set goals, make choices and plan how they will achieve that goal
	provide children with safe opportunities to risk take, take on, and deal with different challenges in a variety of situations
	develop enable children to develop resilience when facing difficulties that may prevent goals from being achieved
	provide children with specific praise
This will enable	role model facing a challenge and model the thought processes and feelings involved and what it is to face a challenge and overcome it
	self-awareness, resilience, assertiveness, creativity, pride, problem solving and self-advocacy skills the ability to set goals make choices, plan

children to develop:	physical and emotional security needed to become resilient individuals
	the confidence to take risks and deal with challenges, be willing to 'have a go' and see it through until the end
	persistence through difficulty and the skills to adapt their planning as needed in order to reach their goals
By the end of Foundation Stage children will be able to:	demonstrate resilience when engaging with an activity of their own choosing and begin to use strategies to manage their feelings of perceived failure – with adult support and encouragement
	begin to demonstrate emotional resilience to accept/engage with a challenge and try again with encouragement from adults/peers
	plan the choices that they are going to make and problem solve in a familiar context with adult support
	be aware of (age appropriate) risks and how to manage them with increasing confidence
By the end of Year One children will be able to:	demonstrate resilience when engaging with an activity set by an adult and begin to independently apply strategies to manage their feelings of perceived failure
	demonstrate increasing emotional resilience to accept/engage with a challenge and try again with encouragement from adults/peers
	plan the choices that they are going to make and problem solve in a familiar context
	be aware of (age appropriate) risks and how to manage them with increasing confidence and awareness of consequence
By the end of Year Two children will be able to:	demonstrate resilience when engaging with an activity set by an adult and apply strategies to manage their feelings of perceived failure and to understand that mistakes are inevitable and a significant part of learning
	demonstrate emotional resilience to accept/engage with a challenge or problem and try again with encouragement from adults/peers
	plan the choices that they are going to make, analysing and reflecting on previous experiences, to make and problem solve in a familiar context in order to complete it or improve it
	be aware of risks and how to avoid or manage them with confidence and awareness of consequence

## Responsibility:



Responsibility means accepting certain tasks as your own, expecting to carry them through to the end and doing so; doing things well according to your ability and promises. Responsibility is also the ability and willingness to take the consequences of one’s own actions. Responsibilities and attitudes about responsibilities are learned through having responsibilities. We want our children to have an intrinsic sense of responsibility for their own learning in order to stand the greatest chances of succeeding in any area of their life. Learning dispositions, behaviours and processes can shift mindsets from learning being passive and children being recipients to learning being active and children being the co-authors and owners of their journey ahead. We want children to have a deep understanding of both the ‘what’ specific learning they are undertaking, but also ‘how’ they are learning – which is crucial for lifelong skill development. Responsibility involves making decisions, being trusted, and learning to take credit for one’s actions -- whether good or bad. Taking responsibility is not just about how the choices a child makes affect them, but also how their choices and actions affect others. Being responsible helps children contribute to both their close circle of family and friends, but also to the school, local and wider communities.

Effective teaching and learning of Responsibility should:	provide children with opportunities to exercise and practice responsibility in both social situations as well as in their academic learning
	provide children with opportunities to plan, set up, participate and evaluate their learning experiences
	ensure that all children know that they have the trust and respect of adults
	support children in understanding that there are consequences for completing and not completing one’s tasks and for their actions towards others in social situations
	nurture independence through a consistent culture of adults who scaffold and pitch learning in a manner that enables all children to demonstrate independent application of their knowledge, skills and understanding as well as being challenged to meet the next steps in their learning
This will enable children to develop:	allow children to make decisions about how they approach and tackle their social interactions as well as in their learning
	the intrinsic motivation to engage in new experiences, learning and opportunities in order to achieve a personal, social, emotional or academic goal
	ownership of their learning and knowing what resources or tools they may need in order to achieve their objective or overcome a challenge
	ownership of the consequences of their own actions, both socially and in their learning
	independence and confidence to plan how they will approach a challenge because they are equipped with the emotional confidence skills and tools to

By the end of Foundation Stage children will be able to:	be responsible for their own belongings, be able to identify and locate their own personal belongings
	show responsibility and care for resources – children will choose it, use it and put it away after use – through direction from the adults
	demonstrate the characteristics of effective learning in their attitudes towards learning, challenge and working independently on a task
	to begin to take responsibility for their feelings and behaviour through identifying and naming their feelings
By the end of Year One children will be able to:	show increasing ownership of specific responsibilities within the classroom e.g. playground box monitor, reading book monitor
	show responsibility and care for resources – children will choose it, use it and put it away after use independently
	demonstrate positive attitudes towards learning, challenge and working independently on a task; understand how they learn and about different strategies to learn
	take responsibility for their feelings and behaviour and begin to understand how their actions make others feel
By the end of Year Two children will be able to:	demonstrate ownership of specific responsibilities within the classroom and begin to show this responsibility beyond their immediate environment
	show responsibility and care for resources – children will choose it, use it and put it away after use independently and be able to remind one another of this responsibility
	demonstrate positive attitudes towards learning, challenge and working independently on a task; understand how they learn and apply different strategies to their learning
	take responsibility for their feelings and behaviour and begin to understand how their actions make others feel

## Empathy:



We want children to develop and grow, not just academically, but socially and emotionally too. We plan topics whilst taking into account opportunities for the children to connect emotionally with people and concepts and we provide children with the tools and language to discuss their emotions and those of others. We know that people who know how to watch, listen, and observe the actions and emotions of those around them are often the most successful in life. A conscious alignment of self with others starts with the development of empathy in the early years. In order for Empathy to develop, we know that it needs to be repeatedly modelled and encouraged before it becomes a part of their behaviour. We also know that if we can demonstrate and model empathy, our children will be in the presence of their finest teacher.

We believe that learning is most meaningful and memorable when it is delivered through a real-life experience. Therefore, we plan as many real-life experiences as we can, including real life artefacts and objects, visitors and off-site visits. Real experiences, however, can also happen in the classroom with activities such as baking, writing letters or emails to real and meaningful recipients, science investigations and exploring another country or culture through food or music.

Effective teaching and learning of Empathy should:	enable children to develop self-awareness through discussions and identification of feelings and emotions
	provide opportunities for conversations about emotions, which will then lead to a broadening of vocabulary and therefore develop the skills of empathy and compassion
	enable children to use and develop skills of observing a variety of situations in order to learn how to 'read' a situation through actions, gestures, facial expressions as well as the spoken words
	role model reflecting what is being felt – avoiding 'quick fixes' but exploring situations
This will enable children to develop:	awareness of their emotions and the ability to recognise them in others
	their emotional vocabulary – verbal and gesture
	Interest and understanding of the lives of people who are familiar to them and those who are not familiar to them
	the skills and tools to be able to deal with a variety of social situations and be able to understand others actions, gestures, facial expressions as well as spoken words in order to know how to respond
By the end of Foundation Stage children will be able to:	understand that they have feelings and begin to name/identify them
	know that all feelings are ok but not all responses/behaviours they can cause are ok
	be sensitive to the feelings of their friends
	understand that other people have feelings and that they may be different to their own
	make the connection between emotions and desires, and respond to a friend's distress with simple soothing gestures

By the end of Year One children will be able to:	name and identify feelings in themselves and others
	identify and begin to independently use strategies that support them when they feel different emotions
	be capable of seeing a situation from another person's perspective.
	know that not all reactions to feelings are OK but know which reactions are acceptable to demonstrate for all feelings
	begin to 'read' others' feelings through their actions, gestures, and facial expressions, as well as understand their expressed words
By the end of Year Two children will be able to:	share their feelings, and be involved in discussions about emotions to help them develop a better understanding of the feelings of others
	'read' and identify with and understand another person's feelings, situation or motives
	have the ability to read nonverbal cues is also essential to the development of the social skills needed for group interaction
	Socially regulate their reactions in order to demonstrate all feelings in an appropriate way
	Recognise and identify people's feelings to help them develop a better understanding of others

## Aspiration:



Aspiration is the hope or ambition to achieve something. We know that aspiration is the basis for our choices, dreams and goals; both personal and academic. We believe that the development of aspirations encourages children to take pride in themselves and be the very best they can be. It is essential that our children are made aware of the range of possibilities that are available to them during their time with us, and beyond. We therefore seek to understand, recognise and promote the skills, qualities and capabilities of each child. We know that, in order to become resourceful problem solvers who are able to nurture aspirations for the future, children need to develop independence and perseverance. We therefore provide every opportunity for our children to learn to organise themselves, show personal responsibility, initiative, creativity and enterprise. We nurture our children’s awareness that actions have consequences and to make choices based on this awareness, with them understanding that they have ownership of their actions. We give our children opportunities to develop their self-help skills, to self-manage, to problem solve and to engage in activities with increasing independence. We ensure that independence, resilience, problem solving and planning are woven through learning and experiences so that children are equipped to achieve their goals and have strategies to overcome barriers that may arise.

Effective teaching and learning of Aspiration should:	help children to feel empowered so that they are aware of their strengths and interests, both in and outside of the taught curriculum;
	make children aware of the range of possibilities (including, where relevant, employment and extra-curricular activities) that are available to them during and after they leave school using examples from the local community, school network and beyond;
	encourage pupils to recognise and develop their own goals and plan the steps towards achieving them;
	develop resilience when facing difficulties that may prevent goals from being achieved.
This will enable children to:	appreciate and capitalise on their strengths;
	recognise the breadth of what is possible to achieve, and the qualities and skills needed for such ventures;
	feel motivated to set personal goals and have the skills necessary to plan for them;
	spread their sense of aspiration, purpose and determination to their families and the wider community;
By the end of Foundation Stage children will be able to:	recognise that everyone has talents, passions and interests and that these differ from person to person
	understand that many people have jobs and that these jobs require specialist skills
	identify achievements, both their own and of others, and recognise a sense of pride in a job well done
By the end of Year One children will be able to:	understand and recognise what they are good at and what they need to develop
	understand how my learning in school will broaden my opportunities when I am older
	identify achievements, both their own and of others, and recognise a sense of pride in a job well done

By the end of Year Two children will be able to:	demonstrate resilience when facing challenges independently, choosing resources that may help them overcome obstacles.
	recognise and develop their own goals for the future, both in and beyond school life.
	celebrate their individual achievements and plan for next steps.

## Make a Difference:



To make a difference is to cause a change; to do something or carry out an action that has an effect, such as changing or improving an outlook, situation or condition in an important way which results in significant change or altered circumstance. We believe it is important that we support our children in realising that they are important enough to have a voice and influence that can make a difference to the different relationship circles they have: themselves, their family, their friends, within our school community, local community and in the wider community. To do this, we encourage and provide many opportunities for our children to develop a sense of themselves and then to develop a sense of their place within these different circles of intimacy. We also explore how our school community, local community and wider community are important to us, influence us and the contributions that they make to our lives. We involve our school and local community in the delivery of our curriculum wherever possible as a learning resource to help children to develop their sense of belonging and understanding of their place in the community and the world. We help them to develop a sense of responsibility for their own local environment, understanding how they can support, influence and change it how their actions can contribute to global change.

Effective teaching and learning of Making a Difference should:	ensure that every child knows that everyone (including them) has a voice and a right to be listened to and understood
	inform children of how decisions are made in communities (including their own) and how such decisions support the community;
	explore issues relating to climate change and looking after our world
	explore issues relating to safety and wellbeing in the locality;
	encourage children to develop positive relations and choose not to discriminate
	allow children to develop self-confidence and successfully deal with significant life changes and challenges. It should also show how people do this in different communities around the world;
	teach children about different communities from the past and present, from all over the world, with an emphasis on the above and how everybody can, and does, make a positive contribution;
	explore issues that arise within communities known to the children;
This will enable children to develop:	encourage children to make a positive contribution
	confidence to voice their thoughts and opinions and the ability to listen to and acknowledge those of others
	respect for others
	a commitment to participate responsibly in political, economic, social and cultural life



	<p>knowledge and understanding of the world and their place in it</p> <p>an understanding of different beliefs and cultures</p> <p>make informed choices and decisions, particularly those which help the child stay safe and well</p> <p>the ability to evaluate environmental, scientific and technological issues</p> <p>informed, ethical views of complex issues</p> <p>an authentic and heartfelt reaction to issues within their own community</p> <p>The drive to make a positive contribution to their locality, environment or to the lives of others in the community</p> <p>An understanding of the ways/rules of different communities across the world from the past and present, and how these are similar and different from their life</p>
By the end of Foundation Stage children will be able to:	<p>understand where they belong and begin to recognise school as being a community to which they belong</p> <p>have the confidence to share their thoughts and feelings</p> <p>recognise the different roles that people (themselves and others) hold in their local community</p> <p>show respect for others and for their environment, understanding how their actions affect those around them</p> <p>describe simple similarities and differences between their own community and the communities of others</p> <p>begin to understand how important looking after our world is and some ways they can contribute to this</p>
By the end of Year One children will be able to:	<p>talk to others about the communities to which they belong, including the school community</p> <p>have the confidence to share their thoughts and feelings and talk about how they are different to those of others</p> <p>name different job roles within the community and the impact these have on others</p> <p>begin to understand their responsibilities and rights as a member of their community, including the school community</p> <p>understand and respect that there are different types of communities (e.g. faith communities, local communities etc)</p> <p>begin to explore how actions can make a positive contribution to the feelings of others, to their locality, to the lives of others and to the environment</p>
By the end of Year Two children will be able to:	<p>understand how a sense 'community' is developed through common beliefs, issues, religion or other factors and also through understanding and awareness of the beliefs, issues, religion or other factors different to their own</p> <p>discuss the possible jobs that they may like to pursue in the future and the skills and characteristics that these require</p> <p>explain their responsibilities and rights as a member of their community</p> <p>further explain how decisions may be made fairly within communities</p> <p>be able to explain how actions and consequences can have a positive or negative impact on all involved</p> <p>talk about the impact of humans on the environment and explain how a change in actions can make a difference</p>