



Mapping our Curriculum Values and Drivers



Driver/ Value	How does this driver impact the taught curriculum?	Which school routines complement this driver?	What do behaviour and relationships look like?	Which enrichment opportunities support this Curriculum driver?
Aspiration	- Teaching and modelling the skills of independence and perseverance, so that children become resourceful learners. - Providing opportunities for our children to learn to organise themselves, show personal responsibility, initiative, creativity and enterprise. - Having a shared understanding of Growth Mindset, and the belief that hard work and perseverance will lead to progress towards your goals. - Exposing children to inspirational individuals from the modern world, and the past – sharing the route maps of people who have achieved their aspirations. - Aspirational artists woven into the art curriculum - Aspirational historical figures woven into the history curriculum. - PSHE curriculum unit 'Growing and Changing' – which is taught in the Autumn term of each year group - teaches how to recognise our strengths, set goals and route maps for aspirations. - PSHE curriculum unit – 'Money' – which is taught in each year group in the summer term, - teaches how to develop skills of enterprise and managing money. This further links to our annual enterprise week. - Notable achievements in musical history are shared EG: Elvis In year 4 – his rise to fame against the odds.	Year 6 responsibilities – Lunchtime monitors, reading club, Sports clubs. Maximised learning time. Regular pupil progress meetings with fine tuned focus on most vulnerable learners in each year group. Carefully developed intervention programme, created by year group teams and overseen by inclusion manager. Annual curriculum review, to ensure continued relevance. Growth mindset quotes and displays Elections for pupil responsibilities (school council, Sports and House Captains) Growth mindset Self - Selection of challenge in lessons Reading Journal Star Reader certificate	In children All children are able to describe the benefits of a growth mind-set. Children aspire highly and know how to achieve those aspirations. Children will be open to feedback and be prepared to learn from it. Children support each other to build one another's resilience. In Staff All adults have the highest expectations of ALL children. Adults will not automatically step in when a child finds something challenging but instead encourage them to persevere. All adults believing that there is no limit to any child's potential. Staff development is a priority for school leadership. Adults (including SLT) have high expectations of each other. Adults will be open about their own aspirations and share their route maps. Training and CPD is implemented and embedded in classrooms. In Parents All parents have a good understanding of Growth mindset and can articulate how it helps their children to learn. All parents have high aspirations and expectations of their children.	Enterprise Week Aspiration and careers fair Art Fortnight What's My Line (STEM career) assembly Growth Mind-set Parents Workshop Assembly visitors Lunchtime pupil monitors Year 6 clubs Alumni Role models welcomed back to talk to the children. Local community links fostered to provide visitors and business links for collective worship or curriculum enrichment. Dance Festival Sporting opportunities (links with Dr Challoners sports partnership) Extra curricular clubs Singing and musical opportunities School orchestra and music lessons. Annual shows and drama clubs. Health and Wellbeing Week Census (diversity) day Campaigns and elections for captaincy in Year 6. The Brilliant Club

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Success	History is taught through the 2 lens' of 'achievement' and 'significant people' to allow opportunities for the sharing of success. Pupils are encouraged to reflect on their own progress during and across series of lessons. Success is celebrated as a matter of routine in classrooms, with the SLT, in assemblies and with parents, Growth mindset and metacognition is directly taught to pupils. This encourages children to reflect on how they learn Opportunities for children to measure their own progress are created wherever possible, for example: terrific times tables, Lexia, times tables rock stars, athletics. Regular opportunities are forged to share success with parents and governors, for example: Dance festival, Autumn term focus (EG: living library, open air museum) and music assemblies. Final outcomes and published work used to share success Annual enterprise week is an opportunity for children to work as a team and then share their success with the wider school community. Dance festival, sports competitions, orchestra, musical assemblies and arts fortnight are an opportunity for children to share success in the non-core curriculum..	Interventions are bespoke and planned for the individual needs of the child. Maximised learning time. Pupil progress meetings Learning Journeys – showing end points Regular praise and prompts (where necessary) to self identify progress made. House points Termly house awards Weekly ASPIRE assembly ASPIRE badge system Behaviour Champion Award System. Golden Time Rewards Learning resources to support on steps to success. Success criteria in lessons Social media and website platforms used to celebrate success. Sharing work in classrooms(using visualiser) and in assemblies School reports Parents evening Feedback in lessons (particularly Verbal) Reading journal (reward for successful home/school reading) Star reader certificate Displays used to share high quality examples of children's work.	In Children All children show resilience and a growth mindset Children all work hard and support one another. Children all take pride in celebrating their own successes and those of their peers. Children understand and can articulate the steps to success. Success which children have in the community is celebrated in school. (community board) In Staff Staff take pride in celebrating their own successes and those of one another. Staff are praised and thanked when successful. (Staffroom board, watts app group, social media accounts) In Parents Parents share in their children's successes. Parents know when their children have been successful.	Autumn term (whole school) focus (EG: Living Library, Open air museum.) Art Fortnight with sharing of outcomes Enterprise Week – parents/govs are invited in to share in our success Success in community display. Alumni Role models Dance festival Growth Mind-set Parents information evening. Sports festivals Lunch time(pupil led) clubs After school clubs Orchestra and music lessons Music and Drama opportunities Lunchtime pupil opportunities

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Pride	Pupils are encouraged to reflect on their own progress during and across series of lessons and this is linked to pride in ourselves. History is taught through the 2 lens' of 'achievement' and 'significant people' to allow opportunities to discuss and share pride in who we are and where we come from. Pride is encouraged and discussed as a matter of routine in classrooms, with the SLT, in assemblies and with parents, Diversity day – sharing our origins in the community, gaining an understanding of who I am and where I come from. (proud to be me) Building in opportunities to share success with the whole school, and wider community EG: The living library, Dance festival, Shows and Enterprise. Learning about huge achievements in the local area (EG: Brushes in Chesham, Thomas Harding (in Year 3) and in the wider world, WW2, stone age accomplishments etc.	Silent, smart and sensible corridors. Enforcement of school uniform policy and rules. Non-negotiables High expectations of presentation in books Sharing work ASPIRE assemblies and sharing of success. ASPIRE and Behaviour Champion badges. Keeping our classroom and school tidy Classroom monitors Instrument assemblies. Terrific times tables and Lexia – moving up levels. Times tables rock stars Homework Year 6 responsibilities – Lunchtime monitors, reading club, Sports clubs. Elections for pupil responsibilities (school council, Sports and House Captains) Self - Selection of challenge in lessons Reading Journal Star Reader certificate School use of Twitter and Facebook to show pride in pupils and staff.	In Children There is a shared pride in all children. Children display pride in themselves, and their Children recognise achievements of self and others. All children show pride in themselves and others. Children share and show pride in, out of school achievements. Children say that they are proud to attend Thomas Harding Junior School In Staff Staff are proud to work at Thomas Harding Junior School. Staff act as role models – displaying pride in ALL pupils. Staff always present themselves with Pride. SLT and Governors share and celebrate successes and show pride in the staff of the school, In Parents Parents are supportive of the school and are proud that their children attend THJS Parents support their children to see and celebrate their progress, showing pride in their learning.	Enterprise Week Aspiration and careers fair Art Fortnight Assembly visitors from all sections of our community. Lunchtime pupil monitors Alumni Role models welcomed back to talk to the children. Dance Festival Sporting opportunities (links with Dr Challoners sports partnership) Extra curricular clubs Singing and musical opportunities School orchestra and music lessons. Annual shows and drama clubs. Census (diversity) day Campaigns and elections for captaincy in Year 6. Opportunity to represent the school at sporting events. Year 6 tours for parents/prospective parents at Open /parents evenings Representing our school at parent information evenings and open house events.

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Integrity	Pupils taught about healthy relationships in PSHE Pupils taught about conflict resolution and the importance of kindness in PSHE Assembly focus on kindness and friendship. Health and wellbeing week – good to be me – integrity to self and the importance of being true to yourself. RE – Right and Wrong (year 5) Personal responsibility and integrity LTE Programme- learning the skills of debate and discussion. How to listen to alternative opinions and reference them in your own responses so that other people feel heard. History – link to people who have made difficult choices throughout history and either done the right thing (EG: Rosa Parks) or changed the course of history for the better (EG: Winston Churchill or Nelson Mandela)	Reading buddies Lunchtime monitors Year 6 reading club, Year 6 Sports clubs. Stationery shop monitors. Elections for pupil leadership (school council, Sports and House Captains) Reading Journal for pupils who independently read consistently at home. Star Reader certificate Behaviour champion system- Golden Tickets and badges for pupils who behave consistently well. ASPIRE certificates and ASPIRE badge for ASPIRE role models. Year 6 Playground Buddies to support pupils on the playground. Assemblies – reading stories and discussing issues related to integrity. Young Carers group Worry box in all classrooms	In Children Our children are honest and admit when they have made a mistake. All children treat staff and parents with respect All pupils understand the importance of keeping promises and being true to their word. All pupils are treated equally with fairness and respect. Our children know what to do if they see someone being treated unfairly. Children know who to talk to when they feel unsure or in doubt. Children trust adults to deal with issues for them. In Staff All staff communicate honestly and openly with parents. All staff learn from mistakes and model an open mindset for the children. All staff live with integrity and model this for the pupils at all times. All Staff are treated equally with fairness and respect. All staff feel informed and involved in leadership decisions. All staff are honest when giving and receiving feedback. All unkind behaviour and bullying is dealt with swiftly and fairly. In Parents All parents are treated equally with fairness and respect. All parents learn from mistakes and model an open mindset for the children. Parents are able to take responsibility for their children's behaviour and support the school's approach where necessary.	Art Fortnight Anti Bullying Week Growth Mind-set Parents Workshop Assembly visitors Lunchtime pupil monitors Year 6 clubs Allumni Role models welcomed back to talk to the children. Sporting opportunities (links with Dr Challoners sports partnership) Annual shows and drama clubs. Health and Wellbeing Week Census (diversity) day Campaigns and elections for captaincy in Year 6. Charity events – Children in need, Rudolph Run, Comic Relief.

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Resilience	- Teaching the development of problem-solving skills without giving up and being prepared to have a go. - Developing an understanding of Growth Mind-set in our pupils, that will demonstrate that with hard work and resilience – progress towards any goal is possible. - Developing the skills to work independently and become resourceful by applying skills and knowledge in new contexts. - Teaching pupils to be aware of their own feelings and giving them a range of strategies and support to manage them when needed. - Within the history curriculum, links are made with events in history that showed resilience EG: Roman achievements, The Vikings, WW2. - Notable achievements in musical history are shared EG: Elvis In year 4 – his rise to fame against the odds. - Sporting heroes that showed resilience are shared in the curriculum. This includes visitors to school EG: Luke Delahunty – Paralympian.	Maximised learning time. Regular pupil progress meetings with fine tuned focus on most vulnerable learners in each year group. Carefully developed intervention programme, created by year group teams and overseen by inclusion manager. Growth mindset quotes and displays Elections for pupil responsibilities (school council, Sports and House Captains) Growth mindset Self - Selection of challenge in lessons Reading Journal for Year 5 and 6 pupils who have consistently read at home. Star Reader certificate Outdoor learning Marking stations in classrooms. Children encouraged to self edit work. Children encouraged to reflect on progress.	In Children All children understand and can articulate a growth mind-set. All children know that it is okay to make mistakes. All children encourage one another Our children have a strong 'bounce backability' Our children are not afraid to fail and seek feedback independently. Our children are happy to contribute in class discussions. Our children accept and offer peer feedback well. In Staff All staff model resilience and share expertise and tips for pupils. All pupils are challenged at all times by all members of staff All staff have the highest of expectations of ALL pupils. Staff are open to change and eager to research and try new initiatives Staff are unafraid to contribute in meetings and trainings. In Parents All parents learn from mistakes and model an open mind-set for the children. Parents are able to take responsibility for their children's behaviour and support the school's approach where necessary.	Enterprise Week Aspiration and careers fair Art Fortnight Growth Mind-set Parents Workshop Assembly visitors Lunchtime pupil monitors Year 6 clubs Allumni Role models welcomed back to talk to the children. Dance Festival Sporting opportunities (links with Dr Challoners sports partnership) Extra curricular clubs Singing and musical opportunities School orchestra and music lessons. Annual shows and drama clubs. Health and Wellbeing Week Census (diversity) day Campaigns and elections for captaincy in Year 6. The Brilliant Club

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Equality	- Developing and maintaining links with other schools, local businesses, charities, heritage, and cultural organizations and voluntary groups - Providing opportunities for children to explore similarities and differences between communities and understand how they fit into the wider world. - Teaching children to have respect for others by listening to their ideas and opinions, even when views differ as part of the LTE curriculum. - Teaching children to challenge stereotypes. - The explicit teaching and high profile of British Values in our curriculum and during collective worship. - Teaching children a strong understanding of how the beliefs, values and practices and ways of life, within any culture or religion, cohere together. - Celebrating the diversity of the THJS community at regular opportunities (recent examples include: World Culture day, Census Diversity day and in assemblies) - Developing curriculum opportunities to think globally and ask big questions about life and to develop an understanding of disadvantage, deprivation and the exploitation of the natural and human world, (recent examples include: The Windrush Generation in Year 6 and Rainforest communities in Year 4) - Discussion and debating skills are explicitly taught through the curriculum, particularly in 'Let's think in English' lessons and then used and applied across the curriculum. - Challenge is built into the curriculum for ALL learners. - PSHE curriculum covers units on 'Healthy relationships, Valuing differences and Rights and responsibilities'	Community board celebrates the out of school achievements of all pupils. Merits and achievements available for all pupils. School rules are clearly articulated and applied equally and fairly. Elections for pupil leadership (school council, Sports and House Captains) Buddies to support pupils on the playground. Assemblies – reading stories and discussing issues related to Equality Young Carers group Community board to celebrate the achievements of ALL pupils in the wider community.	<u>In children</u> All children treat each other equally, and respect and celebrate differences. All opinions are listened to and respected. Children can be actively seen supporting their peers. Incidences of poor behaviour/bullying or racism are very rare. Children are taught to challenge stereotypes. There is an inclusive culture in the playground. All children include all their peers in group work. <u>In staff</u> All children are expected to make good or better progress, regardless of starting point. All families are treated with the same amount of respect Learning opportunities are open to all pupils. All members of staff are treated with an equal level of respect by everyone. All staff feel confident about challenging and discussing alternate opinions and views (High quality discussion by all) <u>In Parents</u> All THJS families are treated with the same amount of respect. Parents treat members of staff with respect at all times.	Census diversity day International day of world culture Anti bullying week Visitors to assemblies that reflect our school and culture. Community celebration board Enterprise Week Aspiration and careers fair Art Fortnight Additional pupil responsibilities are open to all pupils. Alumni Role models from all backgrounds welcomed back to talk to the children. Dance Festival Sporting opportunities for all Extra curricular clubs for all Singing and musical opportunities open to all School orchestra and music lessons. (School funded for PPG pupils) Annual shows and drama clubs open to all Health and Wellbeing Week Campaigns and elections for captaincy in Year 6. Assembly themes include celebrations from all cultures.