



The Aspire Curriculum

at Thomas Harding Junior School



Thomas Harding Junior School Curriculum Drivers

When designing our curriculum, we took into account the needs of our learners and community, our vision and values, and the location of our school. These 'big ideas' or curriculum drivers are used to underpin the development 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.

Aspiration

The hope or ambition to achieve something. Aspirations form the basis of many of our choices, dreams and goals, whether in our personal and family lives, our employment, our academic pursuits or our interests. The development of aspirations will encourage our children to produce work of high quality, take pride in themselves and be the very best that they can be; therefore, it is vital that children are made aware of the range of possibilities that are open to them during their time at Thomas Harding and beyond.

To develop a sense of aspiration, we will understand, recognise and promote the skills, qualities and capabilities of each child. We are committed to making sure every child realises that their gender, ethnicity or socio economic background should not inhibit their interest in a career path or aspiration. We ensure that role models of all genders and backgrounds are promoted through school across every aspect of school life. Through our ASPIRE values we also teach resilience, problem solving and planning so that children can structure their approaches to achieving their goals and overcome the hurdles that will inevitably present themselves. Children must recognise and appreciate that their aspirations may change as they grow, as do the aspirations of others.

Success

All of our children feel successful and work towards their aspirations. We instil in our children a mind-set that they can continue to learn and grow in all areas of their lives through focus and hard work. We believe that all children should experience the feeling of accomplishment in a wide range of areas. Our curriculum gives pupils an inspiring mix of academic and personal development opportunities; it gives a careful balance of the core and foundation subjects; physical wellbeing and mental wellbeing are all valued, understood and prioritised through the ASPIRE curriculum. All forms of achievement are celebrated and success is shared in classrooms and across the wider community.

Pride

We expect our children to develop a sense of pride and respect for themselves, their school, their work, and their friends. We encourage children to notice and acknowledge their own progress and that of their peers and to feel pride in those achievements. We ensure that our curriculum builds in opportunities to explore the achievements of others and to feel pride at their successes, particularly in the Humanities and Science. In order to fully feel and articulate a sense of pride, we consider that developing children's interest in language, and the skills related to acquiring and using language are vitally important. Alongside the development of language, we aim to teach children communication skills so that they become confident communicators who are equipped to articulate their thoughts, feelings and understanding clearly in order that they can succeed both now and in the future.

Our children's developing pride will be a product of praise, independent self-reflection, and a fulfilled feeling of belonging. We build in opportunities for our children to share their learning and achievements with family and friends and the wider community.



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Integrity –

Our children learn the value of honesty, being trustworthy, delivering on promises and 'walking the talk.' As a whole school community we model the importance of being friendly, open and welcoming at all times.

Through our curriculum we teach how to act with integrity, by showing children how to listen and respond well to others, how to solve conflicts in a healthy way and how to use our manners to demonstrate respect for others. This is also modelled by all adults in school at all times.

Children are explicitly taught, and given opportunities to apply, the skills of effective communication in all areas of the curriculum. In addition to this, we have taken great care to build in the explicit teaching of vocabulary into all aspects of our curriculum. Our children are also taught the importance and value of being open and honest communicators who are able to share their thoughts and opinions in a clear, insightful and well thought out way.

Children are encouraged to contribute to our school community as an active citizen in a variety of ways, for example: as a member of school council, a sports or house captain or as a Cyberbuster team member.

Resilience

Our children will learn that resilience means having the skills and resources to deal with challenges and barriers that may arise as you work towards your goals. We will show them that resilience is a measure of how much you want something and how much you are willing, and able, to overcome obstacles to get it.

At Thomas Harding we will develop the emotional and physical security needed for our children to become resilient individuals who can take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to 'have a go'. We aim for our children to become resilient so they can deal with different challenges across the curriculum, and so that they are fully prepared for the next stage of their education.

Equality

We ensure that our curriculum, including our personal, social and health education and citizenship curriculum will systematically teach our children about all aspects of individual difference and diversity.

Our children are all part of a school, local, national and global community. We will teach the children to have a sense of place and to understand that they will continue to play a part in the future. Pupils will develop a strong knowledge of the diversity of our school, local community, national context and wider world which will provide them with empathy and compassion towards others.