

Our Curriculum Intent

All of our actions in school are informed by the guiding principles that form the Pennoweth DNA. Our curriculum is no exception to this and is planned and delivered within the DNA framework.

We believe that feeling **safe** and **loved** is a prerequisite for engaging within all aspects of school life. We enable this through fostering a deep sense of belonging for all our children by building strong relationships, prioritising wellbeing of mind, body and spirit and emphasising that we are 'in this together'. Every member of the Pennoweth team deserves to believe the phrase that 'nobody belongs here more than you'.

We encourage and support children to take **responsibility** for themselves, recognise the importance and power of their own words and know that their choices can shape outcomes for themselves and others.

Our curriculum is broad, rich and balanced and provides significant opportunity for children to build, apply and express their knowledge and understanding across subject areas and schema. We recognise that our children come from a wide variety of backgrounds and bring a range of prior experiences to the classroom. Due to the fact that our curriculum design has 'focus subjects' for short periods of time, children are immersed in their topic in a variety of ways enabling them to become 'mini experts' and build a depth of knowledge and understanding to draw upon. We believe this approach, alongside providing wider experiences outside of the classroom, goes some way to providing equity of **learning** opportunities for all.

We believe that a rich diet of learning experiences is undoubtedly the best way to develop well rounded, happy children who are **ready** to make informed choices, face all of life's challenges and grasp all of life's opportunities.

"I'll be ready. I'm not sure for what exactly. But maybe that's what being ready really means..." Holly Goldberg

