

Inspection Question 2

How does the curriculum reflect the theologically rooted Christian vision?

In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?



CHJS Curriculum Map for Religion and World Views



Let your light shine (Matthew 5:16)

In Religion and World Views, children are encouraged to let their light shine by taking delight in learning about God within various religions and none. They learn to appreciate the relevance of different people's faith, express their wonder of God, creation and the world within which we live as well as how people's thoughts and way of life can be very diverse within this. They are also encouraged to let their personal faith perspectives shine, express ideas and thoughts within the classroom openly and work co-operatively with talk partners, groups and classes to support each other with their learning. Through all this, God's light shines through discussions, comments, work and ideas that are generated.



CHJS Curriculum Map for Physical Education



Let your light shine (Matthew 5:16) *LOVE SELF OTHERS BEAUTY BEYOND*

In Physical Education, children are given many opportunities to let their light shine and excel in a broad range of practical activities both during and beyond the school day. The wide range of life-enriching sporting experiences provided through this subject empower children to push themselves to their limits in the glory of God. The children grow and develop through the teaching and learning of the 5 physical literacy multi-abilities (Cognitive, Creative, Social, Physical, Health & Safety). They learn to value their strengths and accept their limitations, appreciating their bodies capabilities; we remind them that God is a good creator and encourage all of our children to live their lives in his image.

Science



Stem Days
Science Fayre

Design Technology



Food Technology



Music Gold Award

Drumming
Choir
Rock Steady
Clarinet



PE and Sports Competitions Clubs



Art



Year

Cher ami,
Comment t'appelles-tu?
Je m'appelle Diya. J'ai dix ans.
Quel âge as-tu? J'habite à
Thurmaston, Leicester. Tu habites-
où? Avez-vous des animaux
domestiques? J'ai deux chats et
trois poissons. Quel est ton sport
préférée sont le ke rade. Avez-
vous des passions? Aimez-vous
regarder la télévision? J'aime
regarder lae & feuilleton. Je suis
dans l'attente de votre réponse.

Meilleurs vœux de Diya.



Languages

French



Visitors Trips



Creativity Challenge

God's Wonderful World





The broad and balanced curriculum allows children to develop their strengths and God given talents. It encourages them to use these to make a difference to others and positive change in the world, letting their light shine before others.

The school charter resonates with the Church of England vision for education, 'Life in All It's Fullness'.

40 Acts of Kindness for Lent

Lent is an important part of the Christians calendar. It represents when Jesus spent 40 days/nights in the desert and Lent ends with Easter. Often Christians give up something such as sweets or chocolate for Lent but this year, as a whole school, we are going to encourage the children to do a small act of kindness each day of Lent. The children have chosen many of these themselves. In school time, we will work as a class team to complete these but at weekends, I hope you can try to do one each day as well.

| | | | | |
|---|---|---|--|--|
| Hold the door/ let other people go first. | Give a compliment to someone. | Look out for anyone who is upset outside, and offer to play with them. | Let other people play with the equipment. | Give positive feedback on someone's work. |
| Talk to people when they're alone. | Help someone on your table with their spelling. | Help your parents around the house, without them asking. | At home, set the table and put the dishes away. | Say hello and smile at everyone you see on one day. |
| Ask to use the litter pickers to keep our school grounds looking lovely. | Start a game and ask other people to join in.  | Write a kind message for someone else in the class.  | Write a prayer for someone in your class.  | Give a family member or a friend a hug.  |
| Make your bed without being asked.  | Tell someone a funny joke to make them smile.  | Remember to say thank you all day.  | Be kind to the wildlife in your garden by feeding the birds or leaving out a dish of water. | Be kind to the environment. Don't leave the tap running when you are cleaning your teeth. |
| Hang up your coat and put your shoes away tidily.  | Be kind to your brothers, sisters or another family member. | Make someone you live with breakfast in bed. Ask an adult for help with this. | Ask someone how their day was.  | Be kind to yourself - think of 3 good things about yourself and write them down. |
| Be kind to the environment - remember to turn off the light when you leave a room. | Make and send an Easter card to a friend or neighbour. | Telephone a member of your extended family for a chat. | Offer to help one of the adults in school. | Offer to help a classmate with something they find difficult. |
| Find out how to say hello in a language spoken by another child in your class. | Make an extra effort to be patient.  | Say sorry straight away.  | Draw a picture and give it to someone who needs cheering up.  | Tell a family member that you love them.  |
| Try to be a really good listener. | Don't interrupt when someone else is talking. | Encourage someone. | Make everyone in your class feel welcome. | Think of 3 things you are grateful for. |

Spelling Bee

Environment Day

Enterprise Challenge

Easter Workshops

Indian Culture Day

Greek Week

Christingles

World Mental Health Day

Chess

Church Hill's Got Talent

Buzz Club



How is spiritual development an intrinsic part of the curriculum?



Spiritual Development

At Church Hill C of E Junior School, we seek to provide Relationships and Sex Education (RSE) and Personal, Social, Health Education (PSHE), which will enable all pupils to flourish and let their light shine. This light can symbolise a growing sense of self-realisation and their positive relationships. Through PSHE, children have an opportunity to shape their concept of themselves as a unique human being as well as growing empathy, concern and compassion for how to treat others. Learners reflect on how their values and principals affect their relationship with others, developing spiritually. Children develop skills of listening, empathy, discussions about feelings, relationship with families and friends. This subject is essential when nurturing a positive sense of self and their connections to others as well as an appreciation for the beauty of relationships and love.

Opportunities for spiritual revelation across in PSHE are in exploring the following:

- Discussion and debate regarding social and moral issues
- Knowledge of society, rights and responsibilities, including discrimination and prejudice
- Empathy for those who suffer
- Asking big questions
- Emotional understanding and shared language
- Positive sense of self

Spiritual Development Curriculum Map

|  CHJS Curriculum Map for Spirituality  | | | | |
|---|--|--|---|--|
| <i>Let your light shine (Matthew 5:16)</i> Through spiritual revelation, all members of the Church Hill family are better able to let their light shine. There will be positive changes within their soul, a contentment; an inner peacefulness achieved by understanding and self-reflection. Spiritual growth will lead to a significant glow about an individual that changes their character, service to others and resilience. Through spiritual development the light can also symbolise a growing sense of self-realisation and the burning desire to make positive changes to the world. | | | | |
| Substantive Knowledge | Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> be guided by their beliefs and values and be willing to take a stand to defend them | <p>RE Curriculum Daily Collective Worship Opportunities for courageous advocacy</p> <p>PSHE GO GIVERS How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the</p> | <p>RE Curriculum Daily Collective Worship Opportunities for courageous advocacy</p> <p>PSHE GO GIVERS Clarifying own values (including reflection on the origins of personal values and beliefs)</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people – <i>links to Newsround</i></p> | <p>RE Curriculum Daily Collective Worship Opportunities for courageous advocacy</p> <p>PSHE GO GIVERS To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>Discernment in evaluating the arguments and opinions of others</p> | <p>RE Curriculum Daily Collective Worship Opportunities for courageous advocacy</p> <p>PSHE GO GIVERS To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) - <i>Warning Zone trip</i></p> <p>Why and how rules and laws that protect them and others are made and enforced, why different</p> |

Spiritual Development Policy

Let Your Light Shine (Matthew 5:16)

Through spiritual revelation, all members of the Church Hill family are better able to let their light shine. There will be positive changes within their soul, a contentment; an inner peacefulness achieved by understanding and self-reflection. Spiritual growth will lead to a significant glow about an individual that changes their character, service to others and resilience. Through spiritual development the light can also symbolise a growing sense of self-realisation and the burning desire to make positive changes to the world.

Spirituality is the act of being fully human by discovering and revealing ourselves through love. We realise this through the personal stories that hold meaning for us and help us to become who we are. The more that we explore these and therefore journey to this land of the spirit, the more natural it becomes. Spirituality can be described through the four elements below: self, others, beauty and beyond. It is relationships that bind each of the four aspects together and can be seen at the heart. What connects them is love.

Alan Rickett's Self, Others, Beauty, Beyond

Self

Spiritual learners become increasingly aware of the concept of self – the inner person and the way that this shapes an individual's perception of themselves as a unique human being.

Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Others

Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others.

Spiritual learners reflect on how their values and principles affect their relationships with others.

Beauty

Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity.

Spiritual learners explore their understanding of beauty and the affect this has on their perception of and relationship with the world.

Beyond

Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday.

Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

How do leaders know that the curriculum is having the intended effect for pupils?

OFSTED quote: “The school’s curriculum is broad and ambitious for all pupils, including pupils with special educational needs and/or disabilities.”

Pupil interviews
Book Studies

Coaching Pairs

Governor
Monitoring

Parent quote, “Being a Hindu, our child is raised in a spiritual atmosphere and the school is doing a great job at this as well.”

| | 2021- 2022 CHJS | | | 2021- 2022 National | |
|--|--|------|------------------------------|---------------------|------------------------------|
| Reading | Met Scaled Score 100 'Expected Standard' | 86% | Average Scaled Score: 106 | 74% | Average Scaled Score: 105 |
| | Scaled Score 110+ 'Higher Standard' | 31% | | TBC% | |
| Writing | 'Working at Expected Standard' | 75% | NA | 69% | NA |
| | 'Working at Greater Depth' | 24% | | TBC% | |
| <i>Moderated internally and externally between local schools. Moderated by the Local Authority June 2017</i> | | | | | |
| GPS | Met Scaled Score 100 'Expected Standard' | 86% | Average Scaled Score: 108 | 72% | Average Scaled Score: 105 |
| | Scaled Score 110+ 'Higher Standard' | 42% | | TBC% | |
| Maths | Met Scaled Score 100 'Expected Standard' | 79% | Average Scaled Score: 105 | 71% | Average Scaled Score: 104 |
| | Scaled Score 110+ 'Higher Standard' | 21% | | TBC% | |
| Combined RWM | Met Scaled Score 100 'Expected Standard' | 66% | NA | 59% | NA |
| | Met Scaled Score 110 in R, M and W 'GDS' 'Higher Standard' | TBC% | | TBC% | |
| Science | 'Working at Expected Standard' or beyond | 82% | NA | 79% | NA |

How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?

Policies

SEND Policy

Our Christian values are deeply embedded in our curriculum, and we aspire for all children with SEND to demonstrate these.

Courage

Taking risks and learning from mistakes is important for any child's development. Children can demonstrate courage in a number of different ways. For some, it may be as simple as putting their hand up to say they don't understand a task.

Fairness

Children can apply a strong sense of fairness, not only to themselves, but they also learn to stand up for others. As a school, we set clear expectations throughout the school day and lead by example.

Kindness

Being kind is the quality of being friendly, generous and considerate, without expecting praise or reward. Children are taught to be kind to one another and identify this as an important theme in the bible. Kindness allows children to show compassion to others in the community.

Koinonia

This means being part of a community, working together with one another. Christians describe this as coming together as a family, regarded as 'children of God' and brothers and sister in Christ. Our mission statement is embedded throughout the school and children are able to demonstrate and explain its meaning.

Responsibility

We value the voice of each pupil and include them in our target setting. They are aware of their needs and are encouraged and motivated to advocate for themselves. Children with higher self-esteem and confidence show a greater level of responsibility.

Thankfulness

Gratitude is a positive emotion that involves being thankful and appreciative. At school we hope to cultivate an attitude of gratitude in our children. We show this by modelling grateful behaviour, using our manners and expressing ourselves through kindness. Being able to show gratitude is critical to building compassion and empathy.

Truthfulness

Telling the truth can take a lot of courage and is a quality of being honest. Being truthful is the foundation for a fair and just society. Children are given plenty of opportunities to be truthful as this is a powerful tool to teach honesty.

Pupil Premium

Intent

At Church Hill C of E Junior School every child is recognised as a unique individual and this is how we tailor our pupil premium. Through our vision, *“Let Your Light Shine”* (Matthew 5:16) we aspire for ALL children to celebrate their strengths and be proud of their achievements. Through care and commitment, we are devoted to ensure disadvantaged pupils break the cycle of deprivation. We pride ourselves on ‘knowing our families’ and with this child-centred approach we endeavour that on leaving our school, pupils are able to lead a life rich in knowledge, extra-curricular talents and mental stability. We recognise there is no ‘quick fix’ however our passion shines strong with the mantra that our school can make a difference to combat some of the inequalities within our society.

As a Church of England school, leaders within our setting **‘pursue social justice and wellbeing of all, showing love for the disadvantaged, marginalized and vulnerable’**- just as Jesus did through the many references of His good work in the bible. **‘The founding of the National Society saw the Church of England at the vanguard of providing mass education for the poor of the country from 1811 onwards’**. This is a legacy we are passionate about carrying forward through the principles of the established religion through our school’s 12 values.

**(Church of England Vision for Education,
Deeply Christian, Serving the Common Good Autumn 2016)**

School Deeds

subject nevertheless to the proviso hereinafter contained to permit the said Premises and all Buildings thereon erected or to be erected to be forever hereafter appropriated and used as a School for the education of Children and Adults or Children only of the Labouring Manufacturing and other poorer class in the Parish of Thurmaston aforesaid and as a Residence for the Teacher or Teachers of the said School which School shall always be in union and conducted upon the Principles and in furtherance of the ends and Designs of the Incorporated National Society for Promoting the Education of the Poor in the Principles of the Established Church Provided always and it is hereby declared that the Minister and Churchwardens and their Successors shall and may from time to time and at any time hereafter with the consent and at the request of the National Society for Promoting the Education of the Poor in the Principles of the Established Church throughout England and Wales testified by writing under there Common Seal but not otherwise grant or convey for educational purposes but not otherwise to any body

Pastoral Department



Training

ELSA (Emotional Literacy Support Assistant)

Bereavement

Mental Health First Aid

Psychological First Aid

Suicide awareness

Attachment and Trauma Training

Anxiety support

Transition to secondary school



How does being part of the trust enhance the school's curriculum?

Melton Vale Collaboration

DBE

Leicestershire Music

WCIT

Maths Hub

NATRE

Charnwood PE

Ed Tech

Network

Demonstrators