

**VISION (INTENT) (Think it. Believe it. Live it.)**

Every child is loved by God and is educated for wisdom, aspiration and global citizenship, to thrive in our community through a culture of dignity and respect. Their gifts, talents and wellness are cultivated with knowledge and skills to live life purposefully in all its fullness. In faith we 'act' 'For nothing will be impossible with God'. Luke 1:37

**MISSION (INTENT)(Think it. Believe it. Live it.)**

In the eyes of God every child matters, every moment of every day and through our teaching "the child grew and became strong; he was filled with wisdom..." (Luke 2:40) At Buckden we are educating for sustainability in a progressive, student-centred way. We are focused on preparing young people to thrive in a changing world. Our carefully researched educational approach is designed to ignite a love for lifelong learning, a joyful, wonderful journey, and teach our students the skills we believe are required to thrive now and in the future.

**VALUES (INTENT)(Think it. Believe it. Live it.)**

Agape		Courage			Thankfulness		
Creativity Compassion	Resilience	Koinonia- Community	Friendship	Forgiveness	Wisdom	Hope	Dignity Compassion

**Objectives (INTENT) -** educating for sustainability in a progressive, student-centred way. We are focused on preparing young people to thrive in a changing world. Our carefully researched educational approach is designed to ignite a love for lifelong learning, a joyful, wonderful journey, and teach our students the skills we believe are required to thrive now and in the future.

<b>ACADEMIC</b>	<b>CHRISTIAN LIFE</b>	<b>WELLBEING</b>
<b>Intent:</b> to develop intellectual knowledge, skills, understanding & curiosity	<b>Intent:</b> to develop spirituality & faith (Think it. Believe it. Live it)	<b>Intent:</b> To develop physical, social and emotional health
Specifically provide opportunity to: <ul style="list-style-type: none"> <li>develop language and communication skills</li> <li>acquire fluency in mathematical concepts</li> <li>think critically, reason, evaluate and problem solve</li> <li>gain scientific knowledge; develop understanding about the uses and implication of science and technologies today and in the future</li> <li>be creative and perform to an audience, to change or create something new</li> <li>cultivate digital literacy</li> <li>utilise fine and gross motor skills</li> <li>be curious about the human and physical world around use</li> <li>understand significance of the past</li> <li>cultivate character, ambition and healthy competition</li> <li>understand the world and their role in changing the future</li> <li>confidence and independence to embrace a challenging, deep curriculum</li> <li>their ability to examine in detail information,</li> <li>to justify opinions by making judgements, assessing validity &amp; quality of ideas</li> </ul>	Specifically provide opportunity to: <ul style="list-style-type: none"> <li>be inspired by moments of awe and wonder</li> <li>think critically about their beliefs and actions</li> <li>consider Christian perspectives on life</li> <li>answer existential, or 'big' questions</li> <li>respond to God through worship</li> <li>seek solace and support from their faith</li> <li>respond creatively to their life experiences</li> <li>foster deep respect for others' beliefs to enable them to thrive and flourish, embracing both success and challenge, prepared for "Life in all its Fullness" (John 10:10)</li> <li>to gain understanding and knowledge and empathy to become confident, caring and active members of society "Love your neighbour as yourself" (Mark 12:31)</li> </ul>	Specifically provide opportunity to: <ul style="list-style-type: none"> <li>feel safe and cared for</li> <li>become resilient</li> <li>develop high self esteem</li> <li>be physically and mentally healthy</li> <li>acquire optimistic outlook</li> <li>build positive relationships with themselves and others and:have confidence to take small risks</li> <li>to be able to collaborate with others effectively</li> <li>overcome barriers to good health, care and education</li> <li>develop empathy and contribute as a global citizen</li> <li>Ensure our extra-curricular offer (lunchtimes and after school) is accessible to all, and responsive to children's needs, interests and aspirations</li> </ul>

**Strategies (IMPLEMENTATION)**

<b>ACADEMIC</b>	<b>CHRISTIAN LIFE</b>	<b>WELLBEING</b>
Inclusivity irrespective of starting point is pivotal. Learning is organised in each year group and taught through 'topics' driven by the Sustainable Development Goals which incorporate English, Mathematics and the wider curriculum. Teaching in English and Mathematics is guided by national frameworks whereas the 'Wider Curriculum' is based on learning about key concepts from a range of subject areas in depth including Oracy, Life skills and financial planning. Topics are guided by the SDGs and an enquiry question. These are carefully chosen to ensure that we both engage and provide children with opportunities to overcome local barriers. Details of our topics can be found on 'Curriculum Vision and Plans' page and within individual class pages. Academic learning is assessed against school, through AFL and national assessment frameworks: children's progress against these will be shared with parents during parent interview evenings. The school's performance compared nationally through SATS. Staff CPD is a crucial for all subject to ensure the quality provision needed and the curriculum design and progression is achieved.	This is through: Church visits; visits from our local priest; prayer fish; classroom prayer spaces; Christian symbols (i.e. school candle, vision and values displays); worship including prayer, reflection, music and bible stories; community involvement in worship and facilitating a pupil led worship group. To guide our RE teaching, we follow 'Understanding Christianity' as the framework to teach RE. We also teach about other faiths and traditions, including Hinduism, Judaism, Islam, Buddhism and Humanism. Collective Worship happens daily at school and termly at St Mary's and is a time when the school comes together to celebrate our spirituality. It is always Christian in nature, but may reference other faiths as we believe children need to develop understanding about different faiths and beliefs. We work hard to develop our charitable involvements guided by the SDG curriculum that we follow locally, nationally & internationally.	<b>WELLBEING</b> - This is delivered through many aspects of our school day, including: before & after school clubs, playtimes, lunchtime, behaviour policy, external visitors leading assemblies (i.e. NSPCC), cycling proficiency, SEND intervention provision, mental health provision (mind up, nurture groups, school dog), relationships and sex education, enrichment opportunities, EYFS Framework for prime areas; pupil leadership groups (Sports Captains, School Council, House Captains, Wellbeing Ambassadors, Collective Worship Leaders), Buddy groups, PSHE, SMSC Framework and Online Safety lessons. We assess these aspects through monitoring children's mental and physical health. Children are part of the Local Authority's weighing and measuring programme in Foundation Stage and Y6. Children's mental and emotional health is assessed through their interactions with others, behaviour and engagement in learning activities. If children experience difficulties in these areas, it is addressed through our comprehensive support provision. Embed opportunities for the children to recognise, value and celebrate

**Outcomes - What will our children look like? (IMPACT)**

Resilient; Inquisitive; Reflective; Challenged; Aspirational; Confident; Creative; Content; Articulate; Compassionate; Proactive; Informed; Engaged; Generous; Self-sufficient; Kind; Respectful; Caring; Tolerant; Dependable; Thriving; Forgiving; Honest; Independent; Educationally qualified (to their potential); Vigilant; Self-aware; Global Citizen