








Sandy Lane Primary School

*Taking **PRIDE** in all we do*

Our Values	Positive	Responsible	Inclusive	Determined	Enquiring
Our Rules	Ready		Respectful		Safe
Curriculum Intent	<p>The Sandy Lane curriculum has been designed to enable children to leave Sandy Lane as positive, respectful, inclusive, determined, enquiring young people. The ambitious, topic-based academic curriculum prepares children well for the next stage in their educational journey and, along with our behaviour and character curriculums, empowers them to be socially conscious 21st Century world citizens.</p> <p>Our PRIDE values drive our curriculum and are embodied by everyone in the school. Our overriding intent for the curriculum is to ensure we are all 'Taking PRIDE in all we do'.</p> <p>With support and challenge, all pupils access our broad and balanced curriculum. Topics are carefully chosen to engage and motivate all pupils and the cross-curricular approach ensures children can see clear links in their learning. We recognise the importance of memorable learning experiences through a spiral curriculum to help children build schemas of knowledge and skills. There is an emphasis on reading so that all children gain the essential skills needed to engage with the wider curriculum.</p> <p>Fundamental British Values are woven throughout the curriculum. The intent is for pupils to develop spiritual, moral, social and cultural awareness through meaningful events. We value an enriched curriculum which increases the cultural capital of every pupil, such as through trips, visitors, workshops, theme weeks and celebrations.</p>				



What do our values look like in practice for our children?


Values	Early Years	KS1	LKS2	UKS2
<p>Positive</p> 	<ul style="list-style-type: none"> • Attends school regularly • Enjoys coming to school • Tries new things • Willing to try again 	<ul style="list-style-type: none"> • Attends school regularly • Participates in a range of learning • Willing to learn new things • Keeps trying • Can adapt to changes in environment and routine • Knows that making mistakes are part of learning • Knows that learning something new requires effort and practice 	<ul style="list-style-type: none"> • Attends school regularly • Looks forward to learning and participates in lessons • Remains positive when learning is hard • Adapts to changes in environment and routine • Can learn from mistakes • Will practise new skills 	<ul style="list-style-type: none"> • Attends school regularly • Wants to achieve and willingly participates in lessons • Remains positive when learning is hard • Uses strategies to get 'unstuck' • Adapts to changes in environment and routine • Learns from mistakes • Practises new skills
<p>Responsible</p> 	<ul style="list-style-type: none"> • Shows kindness towards others • Keeps themselves and others safe • Allows others to learn • Owns up if they do something wrong • Follows adult instructions • Will help tidy up • Puts own coat, bag etc away • Recycles and puts litter in the bin 	<ul style="list-style-type: none"> • Shows kindness towards others • Keeps themselves and others safe • Allows others to learn • Knows that their actions and words affect others • Knows what bullying is and will tell an adult if someone is being bullied • Knows right from wrong and owns up if they do something wrong • Is helpful to others • Follows adult instructions and school rules • Follows adult instructions • Has the right equipment for lessons • Looks after their belongings with support • Recycles and puts litter in the bin 	<ul style="list-style-type: none"> • Shows kindness and respect towards others • Keeps themselves and others safe and allows other to learn • Considers others' feelings before doing and saying things • Knows what bullying is and will tell an adult if someone is being bullied • Knows right from wrong and owns up if they do the wrong thing • Can solve conflicts with friends with adult help • Will volunteer to help • Follows adult instructions and school rules • Typically comes to lessons prepared and ready to learn • Looks after their belongings and takes pride in their appearance • Keeps the school tidy, recycles and puts litter in the bin 	<ul style="list-style-type: none"> • Shows kindness and respect towards others • Keeps themselves and others safe and allows others to learn • Considers others' feelings before doing and saying things • Knows what bullying is and will tell an adult if someone is being bullied • Knows right from wrong and does the right thing even when it is hard • Solves conflicts with friends without adult help • Volunteers to help • Makes good choices about their conduct • Comes to lessons prepared and ready to learn • Looks after their belongings and takes pride in their appearance • Takes pride in their school

<p>Inclusive</p> 	<ul style="list-style-type: none"> • Shows kindness towards others • Cooperates and / or interacts with others • Forms positive relationships • Shares and takes turns 	<ul style="list-style-type: none"> • Shows kindness towards others • Recognises and celebrates similarities and differences with others • Learns and plays with others • Can cooperate and work with others, including those outside their friendship group • Forms positive relationships 	<ul style="list-style-type: none"> • Shows kindness and respect towards others • Understands and embraces difference in others • Understands having a different opinion is OK • Aware of different forms of discrimination • Works cooperatively with others, including those outside their friendship group • Can listen to others' ideas and opinions and make decisions as part of a group • Sustains positive relationships • Supportive of others' learning 	<ul style="list-style-type: none"> • Shows kindness and respect towards others • Embraces difference and diversity • Aware of, and able to articulate, different forms of discrimination • Works cooperatively and collaboratively with others, including with those they are unfamiliar with • Listens to others' ideas and opinions and accepts decisions made by a group • Builds and sustains positive relationships • Supportive of others' learning and celebrates their successes
<p>Determined</p> 	<ul style="list-style-type: none"> • Willing to try their best • Will keep trying in face of setbacks • Sustains engagement • Takes pride in what they do 	<ul style="list-style-type: none"> • Willing to try new or difficult things • Will keep trying and not give up easily • Will try again • Sustains engagement • Can sustain concentration • Tries to help themselves before asking an adult • Mostly completes their work to the best of their ability 	<ul style="list-style-type: none"> • Shows ambition and wants to improve • Willing to try new things and accepts challenges • Does not give up easily, will try again if they get something wrong and has strategies to remain self-motivated • Sticks to a task until it is completed • Sustains concentration • Can sustain effort • Has strategies to get 'unstuck' and tries to help themselves before asking an adult • Typically completes their work to the best of their ability 	<ul style="list-style-type: none"> • Has ambitions for their future and strives to improve • Sets and seeks to achieve personal goals • Keen to try new things and seeks challenges • Does not give up easily, will try again if they get something wrong and has strategies to remain self-motivated • Sustains concentration and effort and perseveres through setbacks • Uses strategies to get 'unstuck' before asking an adult for help • Always completes their work to the best of their ability
<p>Enquiring</p> 	<ul style="list-style-type: none"> • Engages in a wide range of activities indoors and outdoors • Willing to try new or unfamiliar things • Uses resources in open ended ways • Asks questions 	<ul style="list-style-type: none"> • Shows curiosity about the things they are learning about • Asks questions using why, when, what, how and who? 	<ul style="list-style-type: none"> • Shows curiosity and wonders about why things are the way they are • Asks questions using why, when, what, how and who? 	<ul style="list-style-type: none"> • Shows curiosity and questions why things are the way they are • Asks questions and extends both their own and their peers' understanding

	<ul style="list-style-type: none"> • Responds to questions 	<ul style="list-style-type: none"> • Thinks about how to answer a question and shares their ideas (e.g. using 'Think, Pair, Share') • Finds out more about the things they are learning about at school • Can undertake investigations (planned by an adult) • Knows where to find relevant books in a library • Can find information safely online 	<ul style="list-style-type: none"> • Thinks about how to answer a question and can respond to a partner, a group or an adult • Finds out more about topics that interest them • Can undertake investigations and collect evidence • Know how to use a library, to find information in books and to search safely online. • Know how to use a contents page and index in a book • Listens to and responds to feedback 	<ul style="list-style-type: none"> • Actively takes part in open ended questioning and discussion • Able to build upon the ideas of others • Open to changing their mind / opinion based on new information • Reflects on learning and seeks feedback to improve • Plans and undertakes investigations, collects evidence and draws conclusions
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What do our school rules look like in practice for our children?

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Ready 	The children will be: <ul style="list-style-type: none"> • STAR listening • Following routines and instructions • Expressing their wants and needs • Sitting in their own space • Excellently walking and lining up 	The children will be: <ul style="list-style-type: none"> • STAR sitting • 'Ears listening, eyes looking' • Excellently walking and lining up • On time for lessons and prepared for learning • Following a routine consistently with minimal prompting 	The children will be: <ul style="list-style-type: none"> • STAR listening and sitting • On time for lessons and prepared for learning • Following instructions • Getting resources out when needed and putting them away correctly when asked • Excellently walking and lining up 	The children will be: <ul style="list-style-type: none"> • Prepared with the resources and equipment they need • Punctual to lessons • Following instructions • Following routines consistently with minimal prompting • Proactively learning – i.e. able to find answers to their own questions independently • STAR listening and sitting • Excellently lining up and walking.
Respectful 	The children will be: <ul style="list-style-type: none"> • Having kind hands and using kind words • Being friends to each other 	The children will be: <ul style="list-style-type: none"> • Looking after and respecting their own and school property • Using good manners 	The children will be: <ul style="list-style-type: none"> • Using kind words and having kind hands • Respecting others' feelings 	The children will be: <ul style="list-style-type: none"> • Using kind words and having kind hands • Listening to staff and peers

	<ul style="list-style-type: none"> ● Treating resources well ● Saying please and thank you 	<ul style="list-style-type: none"> ● Having kind hands and using kind words to each other ● Listening to the speaker 	<ul style="list-style-type: none"> ● Looking after and respecting their own and other's property ● Looking after and respecting school property, including furniture and equipment ● Showing they understand and respect that people have 'personal space' 	<ul style="list-style-type: none"> ● without interrupting ● Showing they know what friendship looks like and being a good friend to others ● Embracing difference ● Disagreeing agreeably ● Showing respect for their own and other's property ● Showing respect for school property and equipment
<p>Safe</p> 	<p>The children will be:</p> <ul style="list-style-type: none"> ● 'Feet on the floor' ● Walking inside ● Following instructions ● Using resources and equipment safely ● Respecting the 'Pantosaurus' rule ● Asking for help when needed 	<p>The children will be:</p> <ul style="list-style-type: none"> ● Walking inside ● Following instructions ● Using resources and equipment safely ● Being aware of others' personal space and boundaries ● Telling an adult where they are if they are not in class ● Respecting the 'Pantosaurus' rule ● Asking for help when needed 	<p>The children will be:</p> <ul style="list-style-type: none"> ● Walking inside ● Following instructions ● Using resources and equipment safely ● Considering consequences ● Using strategies to calm down when in the red zone ● Respecting the 'Pantosaurus' rule ● Asking for help when needed 	<p>The children will be:</p> <ul style="list-style-type: none"> ● Following the school rules ● Aware of consequences and acting accordingly ● Using strategies to self-regulate ● Making safe choices ● Looking after and valuing themselves and others ● Respecting the 'Pantosaurus' rule ● Asking for help when needed