

Community Curriculum

NCEA Warkworth Primary's Shared Vision



'Let us not neglect meeting together'

Hebrews 10 24:25

Community



'Acts of love and good works'

Hebrews 10 24:25

Love yourself , Love each other , Love the world



Strive together as one

Philippians 1:27

What does our vision mean?

The school was built for the community and our deeply Christian vision is shared and for everyone. This vision was written with pupils, staff, governors and parents and the local community.

It focuses on, 'let us not neglect meeting together' Hebrews 10 24:25 and our work as a school community.

It also focuses on 'acts of love and good work' Hebrews 10 24: 25 and the Christian value of Love and our social action locally and globally. The heart also represents our school rules and the importance of spiritual development; it's at the heart of all our good work.

-Love yourself; love each other and love the world.

Ultimately at NCEA Warkworth Primary we **# Strive together as one (Philippians 1:27)**

How does our vision lead our curriculum and everything we do?

We worked with Professor Leat to design our Community Curriculum. This curriculum stems from our deeply Christian vision and focuses on the community (locally and nationally), big questions, spirituality and social action.

***Spiritual development is at the heart of our school and we explore, experience and reflect on our school rules to develop spiritually in everything we do.**

Year 1 Autumn

Big question for community curriculum: What makes me, me?

Love yourself - What do I believe? What can I do? How can I help to care for the beaches and seas? Could I do more?

Love each other - What are other people doing? What do other people believe? What are my family doing? What are people around the world doing?

Love the world - How can we look after the world? What could we do to make it a better place?

Big question for RE Autumn 1: Who made the world?

Windows: Why am I amazing?

Mirrors: What can I see in the world?

Doors: How can I say thank you?

Big question for RE Autumn 2: Why is Christmas important to Christians?

Windows: Why is Christmas important to me?

Mirrors: What is the story of Jesus' birth?

Doors: How do Christians celebrate Christmas?

VR Headsets : Use to introduce topics and support understanding:

Science - Animals - 3D models of animals from different groups. Human body - parts of the human body

History - Wooden toy duck, compare with new toys.

Cross curricular links with RE:

Science - caring for animals with the creation story and caring for God's world and the animals that live in it.

History - childhood - links with the story of Jesus' birth and ourselves as babies, how is this different?

Who are your
community partners?

'Let us not neglect
meeting together'
(Hebrews 10 24:25).



Local links

Grange care home, visit from a local vet, Great North Museum wildlife camera, visit from a doctor/nurse, NUFC - keeping healthy, visit to a local restaurant, Mrs Dixon.

Global links

Explore different cultures:

DT - healthy eating - dips from different cultures/countries

Explore different places:

7 continents




Aspirations/ career opportunities/ encounters with the world of work:

Talk about firework/bonfire safety with fireman

Police to talk in school

Vet role play area

Toy shop role play area

<p>What are your community resources?</p> 	<p>Parents/grandparents, visits to the Grange, BailiffGate Museum toy boxes, Discovery Museum toy exhibition and workshops, Church - Rev O'sullivan visit to talk about creation? Bonfire night - talk from a local fireman. Why is Christmas important to Christians? Visit the Church to see the nativity display, Christmas story performance.</p>
<p>Who are your community audiences?</p>  <p>'Motivate others into acts of love and good works' (Hebrews 10 24:45)</p>	<p>Social Action Linked to Community Curriculum theme: Children create a video to be shared with the community and dojo based on diversity, equality and inclusion. Create a poster that shows how to have a healthy and balanced diet and display in local doctor's surgery or hospital. Christmas story narration in church for parents, family members and the community.</p> <p>Activities: exploring diversity and creating a video, looking at healthy eating and nutrition and creating display posters.</p> <p>Whole school social action - Social Action Squad: We Feel Good campaign Share positive affirmations and empower your peers and community to embrace uniqueness, feel valued and do good.</p> <p>Eco Schools:</p> <ol style="list-style-type: none"> 1. RE creation topic - exploring ways to take care of God's world, for example recycling, walking to school, switching off lights/equipment. 2. Harvest - talking about eating locally grown and seasonal fruit and vegetables. <p>School trip: Visit areas in the local community within walking distance: Working with The Grange to share stories of childhood and compare with own childhoods, visit to local museum, church visits.</p> <p>Community Event: Church performance based on the Nativity story.</p>
<p>Personal Development</p>  <p><i>Types of character from Fruits of the Spirit (CofE 2016).</i></p>	<p>Developing responsible, respectful and active citizens: children plan and take part in activities to make a difference in their community and the world. They take responsibility for their actions and impact on the environment.</p> <p>Developing pupils' character:</p> <p>Civic: developing responsible citizens and helping others, working as a team to care for each other.</p> <p>Performance: developing determination, don't give up!</p> <p>Moral: developing compassion for others, the world and the environment. Promoting equality and inclusion to teach children that everyone can be included and will make an impact as a team # strive together as one.</p> <p>Keeping physically healthy, eat healthily and maintain an active lifestyle: outdoor learning, exploring the environment, cooking and keeping fit.</p>

SMSC and British Values



Are there opportunities to disagree well and debate?

The rule of law: What is right and wrong? How does our behaviour affect others? What do you think? (PSHE)

Individual liberty: Explore some of the choices children and adults make to care for our community. Let children explore their local community areas and encourage them to think about how they can help and care for the local community and wider world.

Disagreeing well: Encourage children to listen to others' opinions and question each other. Learn to offer constructive support and feedback and receive this from others. Are their opinions the same or different? Learn to work cooperatively and talk about respect.

Different faiths / beliefs: Listen and engage with community partners, explore their roles and routines. Are they helping to encourage others to make good choices? What else could they do?