

Curriculum Intent Statement (reviewed Spring 2026)



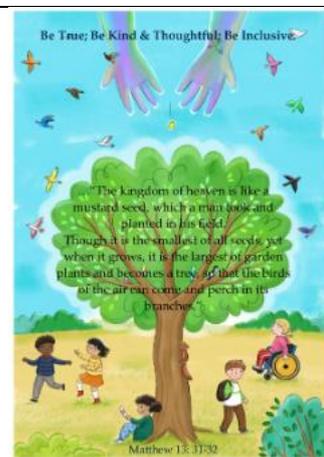
Rooted in the parable of the Mustard Seed

Chevening's vision is to be a place of nurture and growth for every child, our school family and the wider world

At Chevening all can find shelter, strength and purpose through God's love and Christ's teachings. We seek to see everyone flourish spiritually, socially and academically.

We will achieve this by being:

- ◊ True to Christ and His teachings
- ◊ Known for kind and thoughtful actions and attitudes
- ◊ Inclusive in serving, sharing and showing God's love to benefit all.



Our school is a nurturing school; our policy is also developed in line with the six principles of Nurture reflecting the school's understanding that:

Children learn developmentally; The classroom is a safe base for every child; Nurture is important to the development of well-being; Language is a vital means of communication; All behaviour is communication; Transition marks important stages in a child's life;

At Chevening (St Botolph's) CE Primary School, staff and governors are committed to providing an excellent education for pupils of all abilities and backgrounds in the context of Christian belief and practice. With parent, carer, family and community support, we seek to construct a whole-school curriculum that enables our children to develop *academically, emotionally, morally, physically, socially and spiritually.*

We recognise that all children are unique and come from different contexts; yet, they often share a number of characteristics that shape our approach to teaching and learning, which may include:

- Have good general knowledge;
- Are interested in learning and are growing in their understanding of learning;
- Are developing basic skills when they start school;

- Have good access to technology;
- Have an awareness of other places, linked to their own experiences;
- Benefit from caring and protective families;
- Are exploring personal faith and/or spirituality;
- Have aspirational parents/carers;
- Are-polite and inquisitive;
- Show eagerness;
- Enjoy becoming involved in projects;
- Benefit from material care and wealth;
- Enjoy success and performing.

We recognise that, sometimes, Chevening children can also:

- Be immature and struggle to self-regulate;
- Have fixed views and opinions;
- Over-rely on adults, struggling to manage conflict.
- Be egocentric;
- Struggle with perceived failure, resulting in a need to 'play it safe';
- Appear sheltered and compliant;
- Experience hidden hardships;

We believe that each child is an individual and so is celebrated and valued as a unique member of the school family and wider community and because of this we are committed to:

- Creating a nurturing environment so all children feel happy, safe and ready to learn.
- Helping develop pupils' personal, spiritual and moral values, increasing their understanding of the Christian faith and their own spirituality, whilst fostering respect and appreciation of the multi-cultural society in which we live;
- Ensuring that each child has access to a broad and balanced curriculum to develop their academic abilities;
- Fostering physical and creative abilities, awareness and sense of self;
- Developing pupils' self-confidence, whilst instilling an attitude of respect and kindness towards others;
- Establishing caring relationships within the school and community, by fostering close links between home and school and maintaining a good relationship with Chevening Church (St. Botolph's) and other local churches.

This is facilitated by our diligent staff working as a team, keeping abreast of educational developments, developing and implementing school policies, promoting continuity and progression, and maintaining a careful and efficient use of finance and resources.

This is the philosophy of how we want to work and learn and underpins all of the learning that takes place in our school.

We provide a broad, balanced and purposeful curriculum which is based on the National Curriculum but reaches far beyond. High academic standards and aiming for every child to make good or better progress are aims which are held in balance with learning for life, developing creativity and independence, the ability to solve problems and take risks in learning within a supportive and encouraging, yet challenging learning environment. The curriculum is taught flexibly because we find a variety of approaches inspires children, keeps learning fresh and exciting, gives opportunities for all and develops adaptability; a valuable life skill for their futures. Teachers know their children well and adapt learning to meet their needs. Where meaningful opportunities arise, Reading, Writing and Maths skills are applied in other subjects. To help Chevening children learn and remember knowledge in the long-term, we use Rosenshine’s Principles of Instruction as a guide to our delivery of learning:

Daily Review - an important part of teaching, often at the start of a session; a review strengthens connections between material learned before. Automatic recall frees children’s working memory for problem solving and creativity.
New Material in Small Steps - Our working memory is small, only handling a few bits of information at once. To avoid its overload, new material should be presented in small steps; only moving on when first steps are mastered.
Ask Questions – Research shows that successful teaching involves adults taking considerable time to explain, demonstrate and ask questions. Asking questions allows teachers to determine how well the material is learned.
Provide Models - Cognitive support helps children learn how to solve problems. By modelling, working through examples together and ‘thinking out loud’ specific steps are rehearsed and clarified.
Guided Practice –To support successful learning, teachers ask children to practice, rephrase, elaborate and summarise new material in order to store it in their long-term memory.
Checking Understanding – Successful learning involves teachers checking specific elements with many children, to ensure all understand the new material.
Obtain High Success Rate – Research suggest that a success rate of around 80% is optimal, showing students are learning and also being challenged. Teaching in small steps followed by practice supports this.
Scaffolds for Difficult Tasks - Scaffolds are temporary supports to assist learning and can include modelling, teacher thinking aloud, cue cards and checklists.
Independent Practice - Independent practice produces “overlearning” – which is necessary for new material to be recalled automatically. This ensures no overloading of students’ working memory.
Weekly and Monthly Review - The effort in recalling recently-learned material embeds it in long-term memory. The more this happens, the easier it is to connect new material to prior knowledge.

Inclusion

As part of the teaching and learning cycle, staff monitor children’s well-being, learning progress and academic attainment informally and formally. Most children benefit from daily high-quality inclusive teaching in class, designed to support all pupils – including those who find learning hardest. Staff work well as a team to identify potential barriers to learning and well-being, understanding that children facing these significant barriers may need additional support in order to make good

progress and flourish. Staff will work with parents, our SENCo and other agencies/specialists to understand each child's current learning need, implementing adapted provision on an 'assess, plan, do, review' basis in class and, sometimes, in addition to class learning. Strategies and adaptations to support dis-advantaged children focus on gaining confidence and key skills, so that their learning and progress are also well-supported.

Through our curriculum, we want our children to:

- Gain accurate self-knowledge and good self-awareness;
- Manage failure and strive to overcome;
- Be great readers, with strong understanding and passion for reading;
- Be strong mathematicians, applying their skills in different contexts;
- Develop growth-mindset;
- Become more resilient;
- Become independent and responsible for themselves and their learning;
- Develop confidence and skills in testing situations, including when personal challenge arises;
- Keep themselves personally safe and behave respectfully and safely in the real and virtual world;
- Be critical-thinkers;
- Be environmental advocates;
- Be adaptable, innovative and creative in approaching situations and solving problems;
- Be strong, articulate communicators.

On leaving Chevening, children confidently demonstrating these attributes are able to make a smooth transition to Secondary schools and have secure foundations to develop as young adults and potential leaders with knowledge, skills and aptitudes to enable them to successfully navigate future challenges, risks and demands.

To make this happen, school staff will:

- Use current news/issues in teaching;
- Enhance links with the local community;
- Provide purposeful learning opportunities outside the classroom;
- Support children in reflecting on their strengths and areas for development and to take more control over their 'next steps';
- Ensure there are purposeful opportunities to apply reading and writing skills in other subjects and in different contexts;
- Model excitement and passion for reading;
- Challenge children;
- Link Acts of Worship to topics and current news issues;

- Enable children to lead aspects of school life;
- Use up-to-date expertise and alternative experience to enhance learning;
- Enable children to question and consider other viewpoints;
- Provide opportunities for children to work in different groups;
- Enhance links with other schools, churches and places locally, nationally and abroad;
- Develop the children's understanding and use of subject specific vocabulary;
- Expect children to provide reasons and explanations;
- Celebrate learning, progress and success.