

CURRICULUM OVERVIEW

THE FOXTON CURRICULUM



Foxton
Primary School

2024/25



Gallow Field Road. Foxton
Leicestershire, LE16 7QZ

01858 545 328
www.foxton.leics.sch.uk

We must foster global citizenship. Education is about more than literacy and numeracy. It is also about citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies.

– Ban Ki-moon, United Nations Secretary-General (2012)

At Foxton Primary School, we are global citizens.



The Foxton Curriculum is rich, rounded and rigorous, with global citizenship at its heart. In 2014, when the new National Curriculum was published, we carried out a whole school review of our curriculum and its relevance to our school community. We thought carefully about the needs and backgrounds of the children attending Foxton and what knowledge and skills would best equip them for critical and active engagement with the global challenges their generation face.

Our efforts to include international work as part of our curriculum and school culture were acknowledged in 2018 when we received the British Council International School Award. Today, the Foxton Curriculum continues to evolve and we are proud and excited to be weaving the United Nations Sustainable Development Goals - a shared blueprint for peace and prosperity for people and the planet - into our teaching and learning.

Staff have thought carefully about the knowledge and skills that pupils will acquire at each stage of their time at Foxton. Guided by recent Ofsted research reviews and subject report series, we aspire for every subject to exemplify best practice. Individual subject guides are available on our school website, detailing the intent of each subject, the way the curriculum is taught and assessed to support pupils in building knowledge and skills (implementation), and the intended outcomes that pupils achieve as a result of the education they have received (impact).

The Foxton Curriculum fully encompasses the National Curriculum, Early Years Foundation Stage Framework and the RE agreed syllabus for Leicestershire. It builds clear progression in knowledge and skills and places a high priority on children's social, moral, spiritual and cultural development. It is the school's intention that the Foxton Curriculum will enable children to become responsible individuals, independent learners and global citizens.

The importance of reading

Reading is fundamentally important. At Foxton, we implement a research-informed approach to the teaching of reading. We also implement a programme of systematic synthetic phonics, with fidelity, to teach early reading. Reading for pleasure pedagogies are employed to promote a school-wide reading culture and a love of reading for all pupils. For more information on our approach to reading, please see our English subject guide.

Disadvantaged and SEND

The Foxton Curriculum is ambitious and designed to give pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life. The subject specific guides on our school website detail how the curriculum is planned and sequenced so that the end points it builds towards are clear and that pupils develop the knowledge and skills, building on what has been taught before, to be able to reach those goals.

Staff are skilful in responsive teaching and account effectively for delays and gaps in learning that have arisen and continue to arise as a result of COVID-19. The school has recently appointed a new SENCO who is supporting the headteacher on this.

It is our aim that all pupils, but particularly disadvantaged pupils and those with SEND:

- acquire the knowledge and cultural capital they need to succeed in life

- make progress, in that they **know more, remember more** and are able to do more; they are learning what is intended in the curriculum and produce work of high quality
- are prepared for the next stage of their education and, where relevant, achieve well in national tests and examinations
- are able to read to an age-appropriate level and fluency (if not, they will be incapable of accessing the rest of the curriculum, and they will fall rapidly behind their peers)

Pedagogical approaches to teaching and learning

These can be broken down into equity, evidence and engagement.

Equity	Evidence	Engagement
<ul style="list-style-type: none"> • Equity and equality of opportunity, entitlement and experience • Consistent high expectations, quality and standards for all children • A mastery curriculum • Excellent in SEND provision 	Research-informed pedagogies: <ul style="list-style-type: none"> • Responsive teaching strategies embedded in teaching and learning • Use of evidence from cognitive science research • Balance of direct instruction and inquiry • Strong self-evaluation 	<ul style="list-style-type: none"> • Authentic purposes and contexts for learning • Emphasis on first-hand experience • Purposeful, structured play in EYFS; drama, outdoor learning, sport and arts • Pupil agency, autonomy and choice • Cross-curriculum connections

Evaluating impact




Our focus is to secure effective learning and teaching so that learners understand quality and how to improve. We evaluate impact through a variety of different measures, qualitative and quantitative, including:




- Looking at the whole child, e.g. progress in knowledge, understanding and skills, attitudes, attributes and dispositions
- Employing principled, effective formative and summative assessment
- Using assessment information intelligently to identify trends and clear goals for improvement
- Using critical friends to offer insights and challenges
- Creating a continuous improvement cycle
- Involving the whole school community: learners, parents, teachers, employers and governors


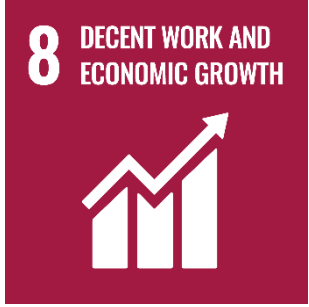

The Global Goals




As part of our global curriculum, the children at Foxton engage with the United Nations Sustainable Development Goals in a variety of contexts. References are made throughout our curriculum as and when appropriate and relevant. Our Monday assemblies focus on school values and often explore a particular goal and the little actions that everybody can take in order to make a big difference. Staff have also begun mapping into the curriculum specific outcomes that take each goal further, developing children's cognitive, socio-emotional and behavioural understanding of the goals and what it means to be a global citizen.




The following table provide a visual representation of exemplary outcomes corresponding to each United Nations Sustainable Development Goal.



SDG	Outcome	Who/When
<p data-bbox="204 230 336 253">No Poverty</p>  <p data-bbox="204 589 507 645">End poverty in all its forms everywhere</p> <p data-bbox="204 678 392 734">Key subject link: Geography</p>	<ol data-bbox="539 230 951 786" style="list-style-type: none"> 1. Develop partnerships between schools and universities in different regions of the world 2. Plan and run an awareness campaign about poverty locally and globally 3. Conduct a case study on poverty and wealth in selected countries (through desktop research) or at the local level (through excursions, doing interviews, etc.) 4. Develop an enquiry-based project around: "Is poverty increasing or decreasing?" 	<p data-bbox="976 230 1334 253">Partnerships with other schools</p> <p data-bbox="976 376 1257 432">Whole school - Monday assemblies</p> <p data-bbox="976 495 1329 517">Class 1 – Let's Go to China (A)</p> <p data-bbox="976 551 1203 573">Class 2 – The UK (A)</p> <p data-bbox="976 725 1377 748">Class 3 – Trade and Economics (B)</p>
<p data-bbox="204 842 352 864">Zero Hunger</p>  <p data-bbox="204 1205 507 1350">End hunger, achieve food security and improved nutrition and promote sustainable agriculture</p> <p data-bbox="204 1384 499 1440">Key subject link: Geography and Science</p>	<ol data-bbox="539 842 951 1223" style="list-style-type: none"> 1. Organize excursions and field trips to places where sustainable agriculture is practiced 2. Follow food from farm to fork – growing, harvesting and preparing food, e.g. in urban or school gardening projects 3. Engage students in efforts to connect leftover food with people in need 	<p data-bbox="976 842 1374 898">Link with Market Harborough ECO Village</p> <p data-bbox="976 992 1366 1014">Class 3 – Enough for Everyone (A)</p> <p data-bbox="976 1137 1249 1160">Whole school – Harvest</p>
<p data-bbox="204 1500 411 1556">Good Health and Wellbeing</p>  <p data-bbox="204 1892 507 1977">Ensure healthy lives and promote well-being for all at all ages</p>	<ol data-bbox="539 1500 951 2020" style="list-style-type: none"> 1. Set up an information stand in the local community, e.g. during Children's Mental Health Week (February) 2. Participate in ethical, reflective essay writing and/or discussions about what a life of health and well-being means 3. Engage with story-telling by people with relevant experiences 4. Organize training on health promotion and illness prevention strategies (e.g. 	<p data-bbox="976 1500 1246 1523">School Council project</p> <p data-bbox="976 1646 1358 1702">Whole school – Healthy Lifestyles (PSHE curriculum)</p> <p data-bbox="976 1825 1337 1881">Whole school - Visiting speaker assemblies</p> <p data-bbox="976 1937 1337 1993">Whole school - Visiting speaker assemblies</p>

	participating in physical activities, preparing healthy food)	Whole school – Cooking curriculum
<p>Quality Education</p>  <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>	<ol style="list-style-type: none"> 1. Develop partnerships between schools, universities and other institutions offering education in different regions of the world 2. Celebrate World Book Day (first Thursday in March) 	<p>Partnerships with other schools</p> <p>Whole school – World Book Day</p>
<p>Gender Equality</p>  <p>Achieve gender equality and empower all women and girls</p>	<ol style="list-style-type: none"> 1. Invite speakers who have relevant experiences 2. Spend a day working in traditional women's or men's work (swap work) 3. Explore how natural hazards and disasters affect women, girls, men and boys differently 	<p>Whole school - Visiting speaker assemblies</p> <p>Class 1 - Emily Davison & Rosa Parks (A)</p> <p>Class 2 – Extreme Earth (B)</p>
<p>Clean Water and Sanitation</p>  <p>Ensure availability and sustainable management of water and sanitation for all</p>	<ol style="list-style-type: none"> 1. Calculate one's own water footprint 2. Organize excursions and field trips to local water infrastructures, and monitor water quality at school and home 3. Plan and run an awareness campaign or youth action project on water and its importance 4. Develop a project work on the invisible water, e.g. how much water in a litre of beer, a kilo of beef, a t shirt, etc. 	<p>Class 2 – Water (B)</p> <p>Class 2 – Local Geography: Foxton Locks (A)</p> <p>Whole school - Monday assemblies</p> <p>Class 2 – Water (B)</p>

<p>Affordable and Clean Energy</p>  <p>Ensure access to affordable, reliable, sustainable and clean energy for all</p>	<ol style="list-style-type: none"> 1. Reflect on and discuss own energy usage, e.g. ranking reasons for energy usage on a (subjective) dimension of "for fulfilling basic needs" (e.g. energy for cooking) to "for a luxury lifestyle" (e.g. energy for a swimming pool) 2. Organize excursions to energy sites including ethical discussions with pros and cons of energy types and projects 3. Conduct an energy saving campaign in one's own institution or at the local level 	<p>Class 3 – Enough for Everyone (A)</p> <p>Class 3 – Enough for Everyone (A)</p> <p>Whole school - ECO team project</p>
<p>Decent Work and Economic Growth</p>  <p>Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p>	<ol style="list-style-type: none"> 1. Plan and implement entrepreneurial and social entrepreneurial projects 2. Engage with employers in classroom activities 	<p>Whole school - Enterprise club</p> <p>Whole school - Visiting speaker assemblies</p>
<p>Industry, Innovation and Infrastructure</p>  <p>Build infrastructure, promote inclusive and sustainable</p>	<ol style="list-style-type: none"> 1. Role-play a day without access to electricity 2. Develop a vision for a world with fossil fuel free transport systems 3. Engage students and young people in developing spaces for community get-togethers 	<p>Whole school - ECO team project</p> <p>Class 3 – Enough for Everyone (A)</p> <p>Whole school - ECO team project (pond & garden renovation)</p>

<p>industrialization and foster innovation</p>		
<p>Reduced Inequalities</p>  <p>Reduce inequality within and among countries</p>	<ol style="list-style-type: none"> Analyse one's own personal history considering times where one was privileged or discriminated against Conduct interviews with people in vulnerability (e.g. migrants) Develop an enquiry-based project: "How does inequality influence people's happiness?" 	<p>Whole school – Friends & Family / Anti-Bullying (PSHE curriculum)</p> <p>Whole school - Visiting speaker assemblies</p> <p>Class 1 - Emily Davison & Rosa Parks (A)</p>
<p>Sustainable Cities and Communities</p>  <p>Make cities and human settlements inclusive, safe, resilient and sustainable</p>	<ol style="list-style-type: none"> Invite older generations in to talk about how the settlement has changed over time. Ask them about their connection to the bioregion. Use art, literature and history to explore the settlement area and its changes Build a community garden 	<p>Class 1 – Local history: Foxtan (A)</p> <p>Class 1 – Local history: Foxtan (A)</p> <p>Whole school - ECO team project (pond & garden renovation)</p>
<p>Responsible consumption and production</p>  <p>Ensure sustainable consumption and production patterns</p>	<ol style="list-style-type: none"> Screen short films/documentaries to help learners understand production and consumption patterns (e.g. Story of Stuff by Annie Leonard) Develop an enquiry-based project: "Is sustainability about giving things up?" 	<p>Whole school - Monday assemblies</p> <p>Class 3 – Enough for Everyone (A)</p>

<p>Climate Action</p>  <p>Take urgent action to combat climate change and its impacts</p>	<ol style="list-style-type: none"> 1. Develop and run an action project or campaign related to climate protection 2. Undertake a case study about how climate change could increase the risk of disasters 	<p>Whole school - Monday assemblies</p> <p>Class 2 – Extreme Earth (B)</p>
<p>Life Below Water</p>  <p>Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p>	<ol style="list-style-type: none"> 1. Develop and run a (youth) action project related to life below water 2. Undertake excursions to Foxton Locks 3. Develop an enquiry-based project: "Do we need the ocean or does the ocean need us?" 	<p>Class 1 – Beside the Seaside (B)</p> <p>Class 2 – Water (B)</p> <p>Class 2 – Local Geography: Foxton Locks (A)</p> <p>Class 1 – Beside the Seaside (B)</p>
<p>Life on Land</p>  <p>Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p>	<ol style="list-style-type: none"> 1. Perform a bioblitz – an annual day when the community comes together to map as many different species in their area as possible 2. Run a composting workshop and show organic material formation 3. Plant a wildlife garden for wild animals, e.g. bee-friendly flowers, insect hotels, ponds, etc. in urban areas 4. Celebrate Earth Day (April 22) 	<p>Whole school - ECO team project</p> <p>TBC – Link with Market Harborough ECO Village</p> <p>Whole school - ECO team project</p> <p>Whole school – Earth Day</p> <p>Class 2 – Rainforests (B)</p> <p>Class 3 – The Amazing Americas (B)</p>

<p>Peace, Justice and Strong Institutions</p>  <p>Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p>	<ol style="list-style-type: none"> 1. Organize an excursion to a local court or police station 2. Design a poster "What is fair/just" at school 3. Debate issues of justice of historical and cultural context, e.g. the disappeared in Argentina, Apartheid in South Africa, etc. and how these justice issues have developed 4. Celebrate the International Day of Peace (September 21) 	<p>Class 2 – Crime and Punishment (B)</p> <p>Whole school – Working Together (PSHE curriculum)</p> <p>Class 1 - Emily Davison & Rosa Parks (A) & The Gun Powder Plot (B)</p> <p>Class 2 – Richard III (B) & Crime and Punishment (B)</p> <p>Class 3 – Battle of Britain (A)</p> <p>Whole school – International Day of Peace</p>
<p>Partnerships for the Goals</p>  <p>Strengthen the implementation and revitalize the global partnership for sustainable development</p>	<ol style="list-style-type: none"> 1. Develop partnerships or global web-based distance education experiences between schools, universities or other institutions in different regions of the world 2. Plan and implement an SDGs awareness campaign 	<p>Partnerships with other schools</p> <p>Whole school - Monday assemblies</p>

British Values

We are committed to fostering a rich and inclusive educational experience that not only imparts knowledge and skills but also cultivates essential values that are integral to the development of well-rounded individuals and responsible citizens. Alongside our Global Goals, we also promote the British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect, and Tolerance of Different Faiths and Beliefs.

We take pride in ensuring that these values are not just theoretical concepts but are woven into the very fabric of our curriculum. Our teachers and subject leaders integrate these values across various subjects, allowing students to not only engage with academic content but also to understand and appreciate the principles that underpin our society. The table below shows how we have

mapped each subject to the British Values, demonstrating how these values are incorporated into the broader curriculum.

	Democracy	Rule of law	Individual liberty	Mutual respect	Tolerance of different faiths and beliefs
Art	Art projects that involve collaborative decision-making, where students work together to choose themes, materials, and techniques for their artwork. Exploring art forms from different cultures and time periods, allowing students to appreciate diverse perspectives and express their own opinions.	Discussing the importance of following rules and guidelines in art creation, such as safety protocols and respecting copyright. Exploring historical artworks that depict legal systems, justice, or order, and discussing the role of art in reflecting societal norms and values.	Providing opportunities for students to choose their own subjects, styles, and techniques for their art projects. Encouraging self-expression and creativity through open-ended assignments, allowing students to showcase their unique perspectives and ideas.	Emphasizing the importance of constructive feedback and critique in art, fostering an environment where students learn to appreciate and learn from each other's work. Exploring art from various cultures and backgrounds, encouraging students to understand and respect different artistic traditions.	Integrating lessons about art from different cultures and religions, showcasing the diversity of artistic expression and beliefs around the world. Engaging students in discussions about how art can bridge cultural gaps and promote understanding between different communities.
Computing	Engaging students in collaborative coding projects, where they work together to create digital solutions, make decisions on coding strategies, and solve problems collectively. Discussing the importance of digital platforms for communication, expression, and participation in the online community, reflecting democratic principles of sharing ideas.	Teaching students about responsible and ethical behaviour in the digital world, including respecting copyright and intellectual property rights. Exploring how digital technologies are governed by legal and regulatory frameworks, helping students understand the importance of adhering to rules and guidelines.	Encouraging students to explore various aspects of computing, such as programming languages, app design, or digital art, allowing them to pursue their individual interests and passions. Providing opportunities for students to create their own digital projects, fostering a sense of autonomy and self-expression in the digital realm.	Teaching students about online etiquette, digital citizenship, and respectful communication in virtual spaces, promoting a positive online environment. Exploring the diverse contributions and perspectives of individuals in the field of computing, highlighting the importance of respecting and valuing different viewpoints.	Incorporating projects that explore the role of technology in connecting people from different cultures and backgrounds, promoting cross-cultural understanding and collaboration. Discussing the influence of computing on global communication and information exchange, encouraging students to appreciate and engage with diverse digital content.

<p>DT</p>	<p>Engaging students in group projects where they collaborate to design and create products, making collective decisions on aspects like materials, functionality, and aesthetics. Encouraging discussions about design choices, allowing students to express their opinions and learn from each other's ideas.</p>	<p>Teaching students about safety protocols and guidelines when working with tools and materials, emphasizing the importance of following rules to ensure their own well-being and that of others. Exploring how design and technology contribute to societal infrastructure and regulations, such as designing products that adhere to industry standards.</p>	<p>Providing opportunities for students to design and create projects based on their personal interests and preferences, fostering a sense of ownership over their work. Allowing students to experiment with various design solutions, empowering them to express their creativity and unique perspectives.</p>	<p>Encouraging students to give constructive feedback on each other's designs, promoting an environment of respectful critique and learning from one another. Exploring designs from different cultures and time periods, helping students appreciate diverse design aesthetics and approaches.</p>	<p>Integrating design projects inspired by various cultural traditions and beliefs, encouraging students to explore different design philosophies and aesthetics. Discussing how design can play a role in addressing societal challenges and promoting inclusivity, such as designing products that are accessible to people with different needs.</p>
<p>English</p>	<p>Encouraging students to engage in debates, discussions, and group activities that promote active listening, effective communication, and the sharing of ideas. Exploring literary works that address themes of justice, equality, and social change, helping students understand the role of literature in reflecting and shaping democratic values.</p>	<p>Teaching students about the structure and function of language, grammar, and syntax, highlighting the importance of following rules for effective communication and understanding. Exploring the influence of legal and ethical principles in literature, such as the portrayal of law and justice in novels, plays, and poetry.</p>	<p>Encouraging students to express themselves through creative writing, poetry, and storytelling, allowing them to develop their unique literary voices and perspectives. Providing opportunities for students to explore various literary genres and texts, enabling them to make choices based on personal interests and preferences.</p>	<p>Analysing diverse literary works from different cultures, time periods, and viewpoints, fostering an appreciation for the richness and complexity of human experiences. Engaging students in discussions about character motivations, empathy, and understanding in literature, promoting respect for the thoughts and feelings of others.</p>	<p>Studying literature that explores the role of religion, belief systems, and cultural traditions, helping students understand how these aspects shape characters, themes, and narratives. Discussing the impact of literature in promoting cross-cultural understanding and empathy, highlighting how storytelling can bridge gaps between different faiths and beliefs.</p>

<p>French</p>	<p>Engaging students in interactive language activities, role-playing scenarios, and group discussions in French, where they can practice making decisions collectively and expressing their opinions in a foreign language. Exploring cultural aspects of French-speaking countries, discussing topics like government structures and civic participation to provide insights into democratic principles.</p>	<p>Incorporating language exercises and discussions around legal systems, rules, and regulations in French-speaking countries, helping students understand the importance of law and order within a different cultural context.</p>	<p>Encouraging students to express themselves in French through creative writing, presentations, and personal projects, allowing them to exercise their linguistic and creative freedom. Providing opportunities for students to explore various aspects of French culture, literature, and arts, allowing them to choose topics that interest them.</p>	<p>Incorporating discussions about cultural diversity and traditions in French-speaking countries, fostering an understanding and appreciation for different customs, norms, and perspectives. Encouraging students to engage in respectful communication in French, emphasizing the importance of showing consideration for others' viewpoints.</p>	<p>Exploring the religious and cultural diversity within French-speaking countries, discussing various faiths, beliefs, and practices present in these societies. Learning about French literature, art, and history, and how they have been influenced by a range of cultural and religious traditions.</p>
<p>Geography</p>	<p>Exploring different forms of government, political systems, and decision-making processes in various countries around the world, helping students understand diverse approaches to governance. Studying human geography topics like population distribution, migration, and urbanization, which can shed light on how people participate in and shape communities.</p>	<p>Investigating the role of laws, regulations, and international agreements in addressing environmental issues, land use, and resource management on a global scale. Discussing how geographical factors can influence legal systems and policies, particularly in areas such as natural resource management and environmental protection.</p>	<p>Encouraging students to explore and express their personal interests within geography, such as studying specific regions, cultures, or physical features that intrigue them. Providing opportunities for independent research and projects, allowing students to pursue geographic topics that resonate with their own curiosity and passions.</p>	<p>Studying diverse cultures, languages, and traditions around the world, fostering an understanding and appreciation for the ways different communities interact with their environments. Exploring case studies of international cooperation and collaboration in addressing shared geographical challenges, promoting a sense of mutual</p>	<p>Investigating the cultural and religious diversity in various geographic regions, helping students understand how beliefs and practices shape human interactions with the environment. Examining the role of sacred sites, cultural landscapes, and religious traditions in influencing geographical patterns and human behaviours.</p>

				respect on a global scale.	
History	Exploring the historical development of democratic societies, such as ancient Greece, and examining key events and figures that contributed to the establishment of democratic principles. Studying significant moments in history where democratic ideals were advanced or challenged, helping students understand the evolution of governance and citizen participation.	Investigating historical legal systems, codes of conduct, and justice systems, providing insights into how societies-maintained order and enforced laws throughout different periods. Exploring historical events that led to the establishment of legal frameworks and human rights, emphasizing the importance of rule-based societies.	Examining the struggles for individual rights and freedoms throughout history, such as civil rights movements or campaigns for gender equality, highlighting the importance of personal liberties. Studying the biographies of individuals who have made significant contributions to human progress and freedom, inspiring students to value and protect individual agency.	Analysing interactions between different cultures, civilizations, and societies throughout history, fostering an understanding of how respect and cooperation have shaped human relationships. Studying historical examples of diplomacy, cultural exchange, and collaboration, emphasizing the significance of mutual respect in global interactions.	Exploring the impact of religion on historical events, societal norms, and cultural practices, helping students understand how different belief systems have shaped human history. Studying the coexistence of diverse religious and cultural communities throughout history, encouraging an appreciation for tolerance and understanding.
Maths	Engaging students in collaborative problem-solving activities and mathematical discussions, where they work together to explore solutions, share ideas, and make decisions as a group. Exploring real-world applications of mathematics in fields like voting systems, surveys, and data analysis, helping students understand the quantitative aspects of democratic processes.	Teaching students about mathematical principles that underpin concepts of order, consistency, and structure, emphasizing the importance of following rules and procedures in mathematical operations. Discussing the role of mathematics in areas such as cryptography and coding, which contribute to legal and secure communication in the digital age.	Providing opportunities for students to solve mathematical problems in ways that align with their own thinking and approaches, fostering a sense of autonomy and personal problem-solving skills. Encouraging students to explore different methods and strategies to solve mathematical problems, allowing them to develop their	Engaging students in peer learning and collaborative mathematics projects, where they share their knowledge, learn from each other, and appreciate different problem-solving approaches. Discussing the contributions of mathematicians from diverse cultural backgrounds and historical periods, promoting an understanding of the	Exploring mathematical concepts and achievements from different cultures and civilizations throughout history, showcasing how mathematics has been shaped by various societies and belief systems. Discussing the role of mathematics in fields such as astronomy, architecture, and art from different cultures, highlighting the ways mathematical ideas

			own mathematical preferences and styles.	global and multicultural nature of mathematical thought.	have been applied and appreciated across faiths and beliefs.
Music	Engaging students in collaborative music-making activities, where they work together to create compositions or performances, making decisions collectively about aspects like rhythm, melody, and instrumentation. Exploring the role of music in different cultures and societies, highlighting how music can express social and political messages, fostering an understanding of democratic values through artistic expression.	Teaching students about copyright and intellectual property rights in relation to music composition and performance, emphasizing the importance of respecting legal frameworks in creative endeavours. Exploring historical examples of music censorship or regulation, encouraging discussions about how music reflects and responds to societal rules.	Providing opportunities for students to explore various musical genres, instruments, and styles, allowing them to express their individual preferences and develop their musical identities. Encouraging students to experiment with their own musical compositions or improvisations, fostering a sense of artistic freedom and self-expression.	Encouraging students to actively listen to and appreciate a diverse range of musical genres and traditions from around the world, promoting respect for different cultural expressions. Collaborative music projects that require students to work together and value each other's contributions, fostering mutual respect and teamwork.	Exploring the role of music in religious and cultural ceremonies, rituals, and celebrations across various traditions, promoting an understanding of the importance of music in diverse belief systems. Studying the influence of different musical cultures on each other, showcasing how musical traditions have historically intermingled and influenced one another.
PE	Engaging students in team sports and cooperative activities, where they learn to work together, make decisions collectively, and respect the roles and opinions of their peers. Providing opportunities for students to participate in discussions about fair play, sportsmanship, and the importance of following rules in both individual and team sports.	Teaching students about the rules and regulations of different sports and physical activities, emphasizing the importance of adhering to rules to ensure safety, fairness, and respect for opponents. Exploring the historical development of sports and physical activities and how they have been governed by	Encouraging students to explore different types of physical activities and sports, allowing them to choose activities that align with their interests and preferences. Providing opportunities for students to set personal fitness goals and engage in activities that promote individual health and well-being.	Fostering a positive and inclusive sports environment where students learn to respect and support each other, regardless of skill level or background. Incorporating activities that require teamwork, communication, and cooperation, helping students develop mutual respect through shared physical experiences.	Exploring the role of physical activities and sports in different cultures and societies, highlighting how movement and exercise can be influenced by cultural practices and beliefs. Incorporating activities that expose students to a variety of physical practices from around the world, promoting an understanding and

		rules and codes of conduct over time.			appreciation of diverse movement traditions.
PSHE	<p>Engaging students in discussions and activities that promote active participation and decision-making in class or school matters, encouraging them to voice their opinions and contribute to a democratic environment.</p> <p>Exploring themes of social justice, equality, and human rights, helping students understand the principles of democracy and the importance of advocating for fairness and inclusivity.</p>	<p>Teaching students about laws and regulations related to personal safety, well-being, and respectful behaviour, emphasizing the importance of understanding and following rules within their own lives and in broader society.</p> <p>Discussing the role of laws and regulations in promoting a just and equitable society, and how individuals can contribute to maintaining the rule of law.</p>	<p>Encouraging students to reflect on their own identities, beliefs, and values, fostering a sense of individuality and self-awareness.</p> <p>Providing opportunities for students to explore their aspirations, talents, and personal strengths, empowering them to make informed choices and pursue their goals.</p>	<p>Creating a safe and inclusive classroom environment where students learn to respect and value each other's opinions, backgrounds, and experiences.</p> <p>Discussing the importance of empathy, active listening, and effective communication in building positive relationships and resolving conflicts.</p>	<p>Exploring topics related to cultural diversity, religion, and belief systems, fostering an understanding and appreciation for different cultures and perspectives.</p> <p>Engaging students in discussions and activities that promote open-mindedness and tolerance, helping them develop the skills to interact positively with individuals from various backgrounds.</p>
RE	<p>Exploring the role of religion in shaping ethical and moral frameworks within societies, discussing how religious beliefs influence attitudes toward governance, justice, and participation.</p> <p>Studying religious practices that involve community decision-making and consensus-building, allowing students to appreciate how faith can contribute to democratic values.</p>	<p>Investigating religious codes of conduct, commandments, and moral teachings, helping students understand the role of religious texts and beliefs in guiding ethical behaviour and societal norms.</p> <p>Exploring historical examples of religious laws and legal systems, facilitating discussions about the intersection of faith and governance.</p>	<p>Encouraging students to explore their own beliefs and values, fostering a sense of personal agency and self-expression within the context of religion.</p> <p>Providing opportunities for students to learn about different religious perspectives on freedom of belief and individual rights.</p>	<p>Studying various religious traditions, rituals, and practices, promoting understanding, tolerance, and respect for different faiths and cultures.</p> <p>Encouraging students to engage in respectful discussions about religious diversity, facilitating dialogue that fosters mutual respect and empathy.</p>	<p>Exploring the beliefs, practices, and teachings of different world religions, helping students appreciate the diversity of faith traditions and their contributions to global cultures.</p> <p>Encouraging students to reflect on their own beliefs and values in relation to those of others, promoting an atmosphere of open-mindedness and acceptance.</p>

<p>Science</p>	<p>Encouraging collaborative scientific investigations and experiments where students work together to gather and analyse data, make hypotheses, and draw conclusions. Exploring the role of scientific research and evidence-based decision-making in shaping public policies and societal advancements.</p>	<p>Teaching students about the ethical guidelines and regulations in scientific research, emphasizing the importance of adhering to safety protocols, data integrity, and ethical considerations. Exploring historical and contemporary examples where scientific discoveries have led to the establishment of laws and regulations to protect the environment, public health, and human rights.</p>	<p>Providing opportunities for students to design and conduct their own scientific experiments or projects, fostering a sense of inquiry, creativity, and independent thinking. Encouraging students to explore topics of personal interest within the realm of science, allowing them to pursue areas of curiosity.</p>	<p>Engaging students in collaborative discussions about scientific concepts, theories, and discoveries, creating an environment where diverse viewpoints and interpretations are respected. Highlighting the contributions of scientists from different cultures, backgrounds, and time periods, promoting an understanding of the global and multicultural nature of science.</p>	<p>Exploring how scientific knowledge and discoveries interact with different belief systems, providing opportunities for students to understand and appreciate the intersections between science and faith. Encouraging discussions about scientific controversies and ethical dilemmas, helping students navigate complex issues and make informed decisions.</p>
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The bottom line

Ultimately, everything we do at Foxton comes back to our school aims, which are to foster a nurturing and inclusive learning environment that empowers students to become courageous, respectful, and responsible individuals. We believe that these core values are essential in shaping well-rounded young learners who can positively impact their communities and the world.

Courage

We encourage our students to be fearless in the pursuit of knowledge and personal growth. We inspire them to take risks, embrace challenges, and step outside their comfort zones. By instilling courage, we aim to nurture confident learners who are not afraid to ask questions, express their ideas, and stand up for what is right.

Respect

Respect lies at the heart of our school community. We teach our students to value diversity, appreciate differences, and treat others with kindness and empathy. Through fostering a culture of respect, we aim to create an inclusive environment where every individual's voice is heard and celebrated.

Responsibility

At Foxton, we believe in nurturing responsible citizens who understand the impact of their actions on themselves, others, and the environment. We encourage our students to take ownership of their learning, be accountable for their choices, and contribute positively to their school and wider community.

By incorporating courage, respect, and responsibility into every aspect of our curriculum and school life, we aim to equip our students with the necessary skills and values to become compassionate, confident, and socially conscious individuals, prepared to face the challenges and opportunities that lie ahead in their educational journey and beyond. Together, we strive to build a brighter future for all.