



# RESPECT CURRICULUM

Life skills and character education



A group of children in blue school uniforms are climbing a large, thick tree trunk. One girl in the upper left is smiling broadly, another girl in the upper right is looking towards the camera, and a girl in the lower center is shouting with her mouth wide open. The background is slightly blurred, showing more of the tree and other children.

# CHALLENGE COLLABORATION AND CHARACTER

“ At Wise Owl Trust  
our commitment is to the  
children, their happiness and  
transforming lives to present them  
with the best possible life chances.

There is nothing that  
our children cannot aspire  
to be. It is our role to ignite our  
children's dreams.

Learning through Challenge, Collaboration and  
Character nurtures creativity in our children. This  
coupled with giving them the skills, confidence  
and inspiration, our children will achieve their  
goals and dreams.

—  
Sophie Murfin,  
CEO

”

# CHANGE, ADAPTATION AND CHARACTER

At Wise Owl Trust we pride ourselves on knowing our children and the skills that they need to be successful both in school and beyond. We are committed to preparing our children to face the challenges of the modern world with confidence, whilst ensuring that they are strongly numerate and literate, therefore equipping our children to overcome academic challenges with determination.

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It is with this knowledge of contextual need that our curriculum has been carefully tailored to respond and meet these challenges, encouraging critical thinking and philosophical minds. Experiential and social learning are the key strands to run throughout all aspects of the curriculum. The aim is to encourage children to think critically and creatively, whilst teaching the children the skills of working as a team and the importance of positive competitiveness. All extended pupil participation will be seen as an important aspect of ensuring that children receive a well-rounded and holistic education.

The thematic approach embraces the learning and application of basic skills across the curriculum, encouraging opportunities for work at a greater depth. The curriculum construct has been carefully designed to inspire and motivate our children in fun and challenging ways whilst giving the children a wide range of opportunities to gain experiences that they otherwise would not have had. The teaching of character is the underpinning focus, to give our children the ability to choose intelligently between alternatives and to take ownership of their own actions, giving our children the skills to contribute significantly to society and be academically capable. Research has shown that people with higher levels of emotional intelligence enjoy more satisfying and successful careers and relationships. (Goleman et al 1995)

# AIMS OF THE CURRICULUM

- To overcome lack of experience by providing the opportunity to build cultural capital through a broad curriculum.
- To immerse the children in sequential learning rather than episodic teaching so the children know more and remember more.
- To make links and build knowledge schemas across the curriculum subjects to develop the long-term memory, information retention and depth of learning.
- To have a clear learning journey, underpinned by knowledge and skills, in all subjects and units of work and a clear progressive model leading to identified end points.
- To provide personalised learning that is reactive at the point of learning.
- To develop self-motivation, independence, positive attitudes and confidence.

# CURRICULUM RATIONALE

- Giving the opportunity for children to have experiences they may not have otherwise had.
- Project work and units delivered in 'blocks' encourage deep and sustainable learning.
- Learning is underpinned by research into neuroscience because we know children can struggle to retain information and their working memories can become overloaded. Facets of knowledge are interleaved across units to allow the children to make connections and develop their long-term memory.
- Promote a refined approach to teaching incorporating a balance of skills and knowledge linked to the identified end points, from which secure assessment judgements can be made.
- Encouraging personalised and individualised learning, providing more opportunities for AFL.
- Promote the 'want' to learn and enjoyment of learning within children, developing growth mindset.

## CHARACTER EDUCATION

Teaching Character Education to give our children the character traits they will require to thrive in their future.

- Enables children to identify their own areas of strength and development, promoting the ability to self-regulate and cope with their own emotions.
- Increases employability through the building of character skills.
- Increases emotional intelligence and therefore helps children to be happy.



## WOW

Teaching life skills and giving our children a toolkit upon which to draw, whether that be mentally or physically.

- Local contextualised issues facing our society have driven our curriculum so that our children are equipped to deal with such challenges.
- Supporting our children to be safe and respectful citizens.



# PREPARING OUR CHILDREN FOR THEIR FUTURE BEYOND SCHOOL LIFE



# CURRICULUM CONSTRUCT

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The construct of our curriculum is designed to ensure knowledge and skills are intertwined, with interleaving facets of knowledge throughout. We strive to develop the children's long term memory through the building of schemas and making links to previous learning to ensure our children not only know more, but also remember more. The sequential learning within our curriculum construct also enables deeper learning, skills progression and immersion in a range of rich subject-specific language.



## End points

In all aspects of our curriculum, the children are made aware of end points at the start of learning to ensure the learning is purposeful and to make the learning journeys clear.

Encourages independent learning and purposeful learning.



## Curriculum subject focus

- Curriculum areas are taught as sequential units of work that are linked to prior knowledge in order to ensure depth as well as breadth.
- Subject-specific concepts are taught throughout all curriculum areas to ensure progression of skills and knowledge, in order to make further links so the children are successfully able to answer End Point Questions.

Encourages purposeful learning and a deeper understanding where new information is added to the children's existing schemas and stored in their long-term memory.



## RESPECT & WOW workshops

- Physical and practical challenges, followed by a classroom-based session, are completed within workshops led by specialist staff.
- Elements of the RESPECT (Resilience, Empathy, Self-awareness, Positivity, Communication, Teamwork) character traits are taught and assessed throughout the workshop.
- RESPECT Workshops are linked to the overarching person.

Encouraging teamwork, effective communication and problem solving skills. Development of language skills.



## Reflection & Review

- Purposeful opportunities given to review and reflect on learning, personal achievements and goals.
- Encouragement of peercoaching.
- Promotion of understanding oneself.

Encourages a reflective learner. Embeds character traits & their importance in life. Gives learners the opportunity to improve identified character traits by setting personal targets.



## Mission Accomplished Celebration

- Celebrate achievements (academic & character).
- Share learning journeys individually, within classes, across the school and with home.
- Review the overarching MISSION statement. Discuss & debate.
- Prepare & target set for next series of missions. 'Failing to prepare is preparing to fail,' Benjamin Franklin.

Celebration of effort. Sharing achievement with home. Encouraging a critical mind and philosophical thinkers. Embracing a growth mindset.

# OUR CURRICULUM

The life journey of inspirational people have been chosen to be entwined with the National Curriculum to engage and enthuse the children.

## YEAR 1 TOPIC CHARACTERS



Simba & Me



Traditional Tales



Marie Curie



Mary Seacole



Queen Victoria



Grace Darling



Steve Backshall

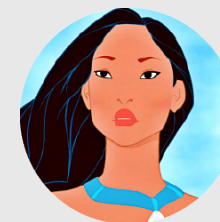


L.S Lowry

## YEAR 2 TOPIC CHARACTERS



Samuel Pepys



Pocahontas



Christopher Columbus



Harriet Tubman



Neil Armstrong



The Queen



Queen Elizabeth I



The Spanish Armada



# YEAR 3

## TOPIC CHARACTERS



Ed Stafford



Earnest Shackleton



Matthew Henson



Nellie Bly

# YEAR 4

## TOPIC CHARACTERS



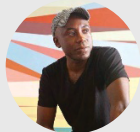
Bear Grylls



Kira Salak



Leif Erikson



Odili Donald Odita

# YEAR 5

## TOPIC CHARACTERS



Tim Peake



Dorothy Vaughan



Mary Jackson



Spartacus



Ranulph Fiennes

# YEAR 6

## TOPIC CHARACTERS



Nancy Wake



Amelia Earhart



Rosa Parks



The Peterloo Massacre



Greta Thunberg



Emmeline Pankhurst



Levison Wood

# IN OUR RAPIDLY CHANGING WORLD, LEARNING IS SO MUCH MORE THAN ACADEMIC...

The challenges our children will face in meeting the demands of a convenience-first, always-on world means we need to equip them with a new and different set of skills to those of previous generations.

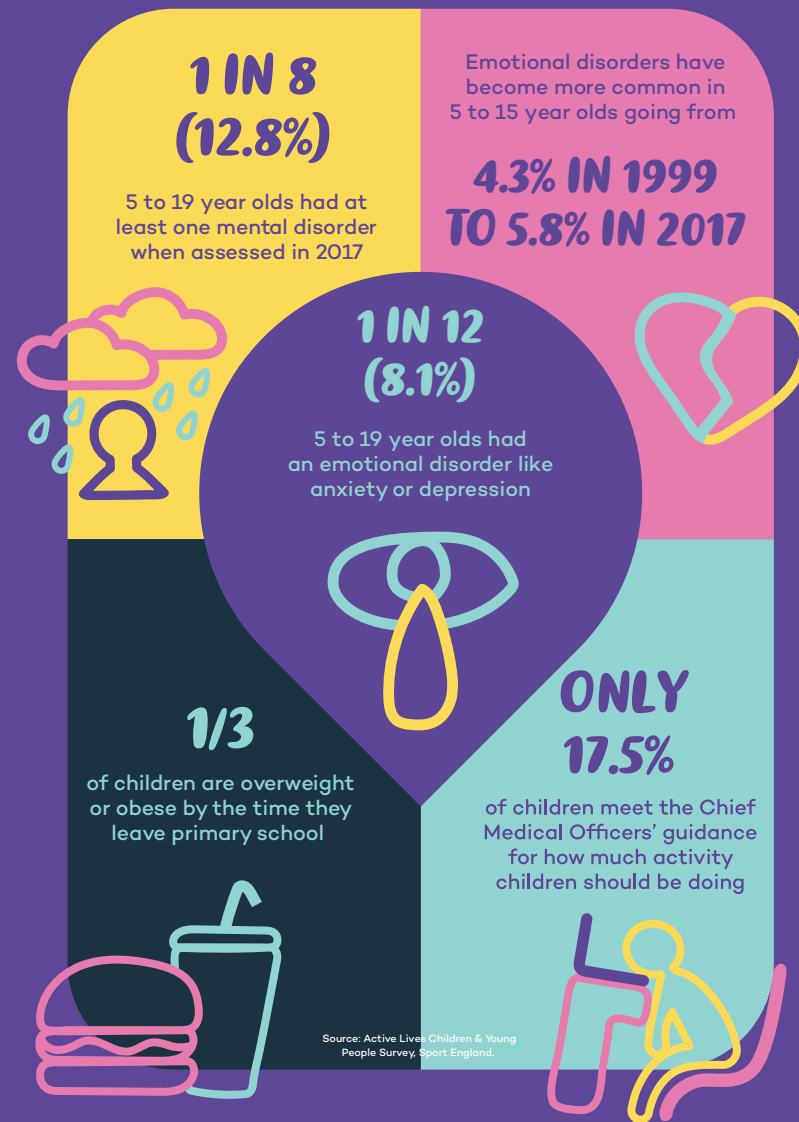
We are teaching our children to be able to adapt to, cope with and occasionally disconnect from the complexities of the modern world.

Our curriculum enables them to channel their thoughts, feelings, emotions, behaviours and beliefs in a positive way.

We are skilling them to cope cognitively and emotionally with challenges they face now and the life-stresses they may face in the future.

We are equipping them with a toolkit for the mind, body and soul, to help them make healthy decisions and lead happy lives.

Our Wise Owl Wellbeing strategy is a commitment to the whole Wise Owl family, supporting the development of the whole person, whether that be child, adolescent or adult.





## HAPPY MIND

- Growth mindset
- Understanding our own emotions & how they affect others
- Learning how to self-regulate our emotions/ emotion coaching
- Understanding how the brain works
- Emotional literacy
- Behaviour and attitudes towards learning
- Importance of sleep
- Mental Health Ambassadors



## HEALTHY BODY

- Importance of being active
- Nutrition and healthy eating
- Basic first aid
- Learning about the changing adolescent body
- Education surrounding the dangers of drugs, tobacco and alcohol
- Health and prevention (hygiene, dental, bacteria, vaccination, sleep etc)
- Character in sports
- Body image



## HEARTY SOUL

- Character education
- Responsibility
- Future ambitions
- Enterprise
- Life skills
- Conflict resolution
- Positive relationships (bullying, friendships, staying safe)
- Personal growth
- Authority / talking about issues (it's ok to talk)
- Personal safety
- British values

# RESPECT

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Respect of one another; our beliefs, feelings and emotions is pivotal in society and lies at the heart of our Trust.



The acronym **RESPECT** is the central character trait representing our seven key behaviour traits taught throughout our academies, embodied by our ethos and values. Mutual respect of all academy stakeholders is of the utmost importance to us, encouraging positive mental health and well-being.

Our learning pledge entwines learning of the national curriculum with the seven behaviour traits of the **RESPECT** acronym in an engaging and exciting way in a bid to equip our children for life beyond the classroom and promote positive mental health.

# Learning through Challenge, Collaboration and Character



**R.E.S.P.E.C.T**  
CURRICULUM

Core social values are developed into the Wise Owl Trust R.E.S.P.E.C.T. curriculum. Seven key skills that allow our children to flourish in later life.

Elements of our core subjects are taught in a holistic way through each term-long project.



British values form the foundation of our curriculum. Instilling these values into our children prepares them for life in modern Britain, and the Britain of the future



Character traits of the RESPECT curriculum



Curriculum Construct

The curriculum construct is a unique, project-based learning approach specially designed for instilling the values of R.E.S.P.E.C.T.



Subjects Taught



**Happy Mind**

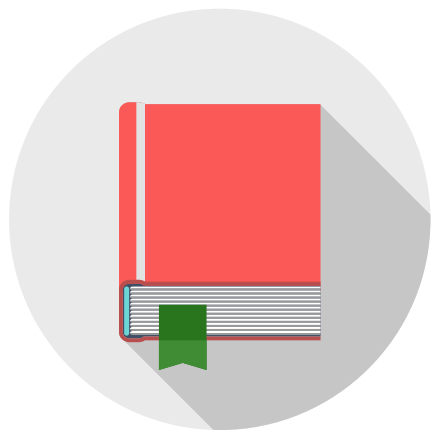


**Healthy Body**



**Hearty Soul**

Learning through Challenge, Collaboration and Character, children are given the tools, experience and confidence to succeed in today's and future society.



## READING

*Reading is central to everything we do in Wise Owl Trust.*

*We foster a love for reading throughout the curriculum. We do this by providing our children with opportunities to:*

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Our children are taught to learn the mechanics of reading through daily interactive phonics sessions which take place across EYFS and Key Stage 1 following 'Read, Write, Inc'. Within these sessions, our children have opportunities to learn, practise, apply, investigate and consolidate their skills in a range of engaging activities taught in small, streamed groups which are each tailored to the learning needs of the children.

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Daily guided reading groups ensure that our Key Stage 1 children have opportunities to discuss texts, forming opinions and viewpoints. They are challenged with questions which extend their comprehension skills and understanding.

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Access whole class reading lessons that expose the children to a variety of challenging and interesting texts. Our children are taught to analyse these texts in greater depth, drawing evidence from the texts to support their viewpoints and becoming more critical of an author's intentions. Our children further develop their vocabulary and learn to answer a range of questions with an increasing amount of detail and consideration.

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Read at home through providing a range of texts for the children to take home and enjoy with their families and independently. Our main reading scheme is the Oxford Reading Tree and includes stories, non-fiction texts and poetry. In addition to a book from the scheme, our children are also able to take home books from a range of great authors to read at home such as Julia Donaldson, Jaqueline Wilson and Roald Dahl.

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Access a range of high-quality text to ignite and support learning throughout the curriculum, exposing the children to a wide range of rich, subject-specific vocabulary.

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Experience inviting and engaging reading areas throughout the schools with a wide range of texts to read and enjoy.

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Listen to stories being read to them to inspire and motivate them to read for pleasure themselves.

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Celebrate reading through fun, exciting activities as part of a curriculum enriched with visits, visitors and experiences such as World Book Day.

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## WRITING

*Across Wise Owl Trust, we believe that great readers become great writers and therefore our curriculum is enriched with high-quality, engaging texts. We provide our children with opportunities to:*

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Learn spelling, punctuation and grammar in exciting, interactive ways and to apply these skills across the curriculum.

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Be proud of their presentation and handwriting through the award of pen licences and fountain pens.

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Have experience of the full writing process, with opportunities to draft, edit and 'publish' their pieces of writing.

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Have regular, purposeful written and oral feedback about their work so that they can progress further.

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Write for a range of purposes and audiences.

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Produce a wide range of text types including stories, non-fiction texts and poetry,

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Develop a wide-ranging vocabulary through exposure to high-level, broad texts.

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Access a wide range of resources to enrich learning, such as ICT, dictionaries, thesauruses, word mats and purposeful classroom displays.

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Celebrate their success and progress through awards and acknowledgement such as our 'Writer of the Week' certificate and end of term 'Writer of the Term' trophy.

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## READING

*A child who reads 20 minutes a day will hear 1,792,000 more words a year than a child who reads for 1 minute per day.*



## WRITING

*By reading, writers not only accrue knowledge, but they also gain a better understanding of language, learn their genre, grow their vocabulary and most importantly, find inspiration.*

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Deepen their understanding of mathematical concepts to ensure skills are automated in the long-term memory and remove misconceptions by following Wise Owl Trust's teaching sequence (concrete, pictorial, abstract, context & mastery and reasoning & greater depth). 2. Learn through real life scenarios, experiencing practical applications of mathematics.

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Develop efficient methods of calculations inline with the trust's Calculation Policy.

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Develop a love of maths by exposure to a range of strategies that suit different learning styles, promoting understanding and building confidence.

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Become fluent in the multiplication tables using the trust's teaching sequence – familiarisation, teaching skills and recall strategies.

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Have access to, and contribute to, learning walls that are central to the learning journey of each maths unit.

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Develop mathematical language in order to support with reasoning and participation within maths discussions

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Select and apply skills effectively within all areas of maths: Number, Geometry, Measure & Statistics.

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Celebrate their successes and the progress made within maths through awards such as our 'Mathematician of the Week' certificate and 'Mathematician of the Week' trophy.

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## MATHS

*"Only when the actual maths is automated in the long-term memory will children have enough cognitive capacity to spare to grapple with problem solving"*

## WHAT OUR CHILDREN SAY...

Mindfulness helps me concentrate on my work more.

— ALEX

Using Base 10 and cubes in Maths helps me when I get stuck. I don't hate Maths anymore!

— MILLIE

Now we have started new topics, I think my book looks better. I love looking back at my work.

— KHUSHBAKHT

I like it better now that we do all of our lessons at once. We learn a lot more and I think I remember more too. My favourite subject is history because we look at sources to help us learn about World War 2.

— JOSH

I really like doing the missions. My favourite one was when we had to cross the river as a team. I nearly fell over because I was carrying the equipment!

— BEN



# AND THEIR PARENTS...

“ The children take part in interesting and fun missions. I hear all about it at home.

—  
**YEAR 2 PARENT**

“ I feel Mohamed has grown in confidence in all his school work. He seems a lot more enthusiastic about what he is doing in lessons.

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**YEAR 6 PARENT**

“ I like the different homework options for my child's homework. I think its great that they get a choice and they always want to do their homework!

—  
**YEAR 5 PARENT**

You never get anything from Baz about his day in school but he got a postcard home about his curriculum work. I thought it was a really nice touch. It made him really pleased too!!

—  
**YEAR 4 PARENT**

“ They seem to learn really interesting stuff now not like your normal curriculum stuff. I have 3 children in school, all a year apart so previously I have known what is coming but that's not been the case this year. Eesa loves learning about the Queen she comes home every night saying "do you know...?" She seems to have a new fact everyday!!

—  
**YEAR 2 PARENT**

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