

Curriculum Implementation Statement

At Redfield Educate Together, we believe that children who are curious, creative, and independent thinkers are more likely to thrive and be prepared for the next stages of their learning. Our curriculum is intentionally designed to uphold and promote the values and ethos of the *Educate Together* movement, as well as the principles of the *UN Convention on the Rights of the Child (UNCRC)*.

Our Curriculum Intent

Our curriculum intent is rooted in our belief that *by learning together, we learn to live together*. This is central to our mission as a *Rights Respecting School* and an *Educate Together* school. We promote ethical education that is inclusive, child-centred, and responsive to the needs of all learners.

We are guided by the following core principles:

- **Equity and Inclusion** – All children have equal rights of access to the curriculum, regardless of social, cultural, religious, or linguistic background. Our curriculum actively challenges discrimination and promotes respect for diversity, reflecting Article 2 of the UNCRC.
- **Child-Centred** – Children are placed at the heart of every decision and activity. We respect children's rights to express their views and participate meaningfully in decisions affecting their learning (Article 12).
- **Aspirational** – Every child is entitled to high expectations and rich opportunities to realise their full potential, in line with their right to education (Article 29).
- **Collaborative** – Children's voices are actively encouraged, listened to, and acted upon. We build inclusive spaces where children work together and learn from one another, fostering democratic participation and mutual respect.

Through an enquiry-based approach, underpinned by our school values – *Community, Compassion, Curiosity, Courage, Culture, and Celebration* – our curriculum is responsive and ethically focused. Children learn **about rights, through rights, and for rights**, enabling them to critically question the world and act as agents of change.

Our pupils are supported to become *active participants in their community and globally aware citizens*. We develop their sense of stewardship for the environment and equip them with a strong moral compass. Our learning environment promotes openness, diversity, and equity – values at the heart of *Educate Together* and the *Rights Respecting Schools Award*.

We nurture each child's interests and passions, connect learning to their lived experiences and local community, and build the broad knowledge and skills needed for a sustainable, fair, and inclusive future.

Curriculum Design

Our curriculum content is carefully chosen to place **core knowledge** at the centre of each subject. From the early years onwards, this knowledge is sequenced cumulatively to build conceptual understanding over time. Termly overviews map key concepts and ensure clear progression, equity of access, and alignment with the *National Curriculum*.

Subjects are sequenced to guarantee that all pupils receive their full entitlement to an *ambitious, inclusive, and coherent* curriculum. The design reflects our commitment to nurturing curiosity, developing independent thinking, and ensuring that all children – regardless of background – succeed.

Themes and Authentic Learning

Our pupils apply their knowledge through *termly themes* that are *knowledge-rich, aspirational, and contextualised*. Learning is purposeful and connected to real-world issues. Projects encourage children to engage with authentic audiences and outcomes, empowering them to understand complex societal challenges and believe they can make a difference.

Through this approach, children develop not only academic knowledge, but also essential life skills such as **collaboration, communication, and critical thinking**. These competencies prepare them for 21st-century life and citizenship, in line with Article 29's emphasis on developing children's talents and respect for others.

We use *high-quality, diverse core texts* to bring learning to life and foster emotional connection, empathy, and cultural awareness.

Humanities within the Curriculum

At Redfield, our approach to humanities fosters a deep respect for the world – its histories, cultures, people, and places. We aim to educate the next generation about the planet they live on, its past, and the global challenges we face.

In alignment with the *Educate Together* ethical education strand and the UNCRC, our humanities curriculum:

- Develops **critical thinking, problem-solving and oracy** through meaningful exploration of historical and geographical concepts.
- Weaves local and global contexts into learning journeys, allowing pupils to connect their own identities to broader human experiences.
- Includes **hidden and untold stories**, ensuring children see their own cultures and identities reflected in what they learn and deepening their understanding of difference and shared humanity.
- Encourages children to become **conscious and connected global citizens**, who are aware of their rights and responsibilities in building a just and sustainable world.

In summary, our curriculum is not just a vehicle for academic success, but a powerful framework for ethical, rights-based education. We prepare children to thrive in a diverse and changing world – nurturing their sense of identity, community, and agency as they grow into informed, empathetic, and active citizens.



Article 2

All children have these rights no matter what their differences are

The UNCRC applies to all under 18s, with no exceptions. Governments should make sure that every child has equal access to their rights. Governments should make sure that children are protected against discrimination.



Article 12

I have the right to be listened to and taken seriously

When adults are making decisions that affect children they should ask them what they think.

Adults should take account of children's views when making the decision.

Children should be supported to give their views in a way that is best for them.



Article 29

I have the right to an education which develops my personality, talents and abilities.

Education should develop children's respect for other people's human rights.

Education should develop children's respect for the environment.

Children should learn about their own culture and other cultures.