

INSPIRE

Curriculum Overview



Bishop Martin CE Primary School
2026-27



As a church school our Christian ethos and school values are the heart of everything we do.

Learning Together, in God's Love

At Bishop Martin, we INSPIRE and empower all members of our school community, providing the knowledge to enable everyone to thrive and flourish. Guided by our Christian Values, we are all determined to serve and lead the diverse world we live in treating everyone with compassion, dignity and respect. Hope and aspiration support all to grow and believe that

"...with God all things are possible."

Matthew 19:26



At Bishop Martin CE Primary School our INSPIRE Curriculum is built around the National Curriculum, enriched to reflect the children and community we teach in.

Our INSPIRE Curriculum:

- *develops the **INDIVIDUAL** - values, attitudes, knowledge, skills and understanding*
- ***NURTURES** curiosity and creative thinkers*
- *is broad, balanced and has clear progression in subject knowledge and application as a **SKILL***
- *is filled with rich **PURPOSEFUL** first-hand experiences and uses expertise beyond the classroom*
- *develops **INDEPENDENCE**, resilience and perseverance to always be our best*
- *is flexible and **RESPONSIVE** to individual needs and interests.*
- ***EMBRACES** children's knowledge and understanding of the developing world we live in, modern-cultural Britain and our own diverse community*



At Bishop Martin our INSPIRE Curriculum aims are achieved by:

Values Curriculum

Our curriculum is underpinned by 12 Christian Values

<i>Thankfulness</i>	<i>Trust</i>	<i>Perseverance</i>	<i>Justice</i>	<i>Service</i>	<i>Truthfulness</i>
<i>Generosity</i>	<i>Compassion</i>	<i>Courage</i>	<i>Forgiveness</i>	<i>Friendship</i>	<i>Respect</i>

Core Curriculum

<i>Maths</i>	<i>English</i>	<i>Religious Education</i>	<i>Science</i>
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World Curriculum

<i>Geography</i>	<i>History</i>	<i>Computing</i>	<i>French</i>
<i>Art and Design</i>	<i>Design Technology</i>	<i>Music</i>	<i>Physical Education</i>

Personal Development

PSHE/SMSC and British Values

Personal, Social, Health education is woven into everything we do.



Our Values Curriculum

Our Values Curriculum is made up of Christian Values, which are embedded in the life and work of the school and its community. We focus on one value each half term over a two-year cycle. Our vision and values are at the core of everything we do. They underpin our school vision, which is:

- To provide a happy, safe and caring community that that prepares our children to be confident and happy citizens who are successful both in school and the outside world.*
- To have high expectations of pupil achievement through challenging, creative and engaging learning experiences which meet the needs of all learners and develop in them a desire to succeed.*
- To lead by example so that pupils are encouraged to view perseverance and resilience as integral to their journey to success and personal growth and to have a pride in their achievements.*

This is achieved through:

- Daily acts of collective and class worship*
- Ethos afternoon planned by Ethos PLT group*
- Worship Warriors PLT leading acts of worship*
- Our code of conduct*
- Celebration worship to celebrate a range of achievements*
- Our reflective areas and spiritual garden*
- Social, Moral, Cultural and Spiritual development within the curriculum*
- Close links with parents and the wider community.*



From this we aspire for our pupils to:

Be good Christians that follow Jesus, sharing his love in all that we do.

Be positive members of their community.

Act as role models for other to follow.

Lead a safe, healthy and happy life.

Go out into the world and be good citizens.



Our Core Curriculum

Our Core Curriculum focuses on the knowledge and skills we need to succeed in life.

The core areas of the curriculum aims are:

- To provide children with the knowledge and skills they need to read and be able to access to a range of reading materials.*
- To be able to express themselves creatively and imaginatively and to communicate with others in written and spoken form.*
- To develop skills in writing, including grammar, punctuation, spellings and handwriting.*
- To equip children with the tools to solve problems and reason about maths through their learning about number, algebra, geometry and statistics.*
- To learn to calculate efficiently using a range of mental and formal methods.*
- To stimulate and excite curiosity about the world around them in science.*
- To learn more about our own faith and the faiths of others learning about and from religion.*

This is achieved through:

- A clear purpose for learning.*
- Well-planned lessons that provide feedback to children to ensure they know how to progress.*
- Providing children with various opportunities to apply their skills in a range of contexts.*
- Cross-curricular links within all subjects.*
- Close links with parents/carers.*



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From this we aspire for our pupils to:

Be literate and numerate and ready for their next step in life.

Set high standards for themselves.

Aim to always work hard and reach their potential.

Feel successful and love learning across all the core areas.

Be aspirational in life, looking to their future and where and what they want to be.

Understand other cultures and religions, treating everyone as an equal.



Our World Curriculum

Our World Curriculum focuses on the understanding the past, the world and our unique culture and setting.

The world areas of the curriculum aims are:

- *To inspire and challenge all children.*
- *To develop the whole person – knowledge, skills and understanding across a range of subject areas and topics.*
- *To make links to local, national and international issues that affect us.*
- *To give children exciting and imaginative learning experiences including first-hand experiences.*
- *To ensure a balance between skills, knowledge and pupils interests and needs.*
- *To develop social and emotional learning so that our pupils are self-aware, foster positive relationships with others and achieve personal well-being.*

This is achieved through:

- *A clear purpose for learning.*
- *Wide range of resources and enrichment activities.*
- *Project based learning where appropriate.*
- *Collaborative learning opportunities to develop social skills.*
- *Demonstrating learning in different ways.*



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From this we aspire for our pupils to:

Be creative thinkers and collaborative learners.

Connect their experiences to those of others in school and around the world.

Have a growth mindset and know they can achieve anything.

Know the value of arts and culture to themselves, people and the world.

Be lifelong learners equipped with knowledge and skills for a successful future.



What does the INSPIRE curriculum look like?

- The Core Curriculum of English, Maths, Science and Religious Education are taught discreetly.
- The World Curriculum has elements that are taught discreetly such as MFL, PE, Computing and PSHE where appropriate.
- First-hand experiences are a key feature of our curriculum, bringing learning to life and helping pupils make meaningful connections between their learning and the world around them. Through educational visits, visitors, practical activities, outdoor learning, performances and enrichment opportunities, pupils deepen their knowledge, develop cultural capital and create memorable learning experiences that support long-term retention.
- PE is taught by class teachers and supported by specialist sports coaches where appropriate. Coaches are often used for areas such as gymnastics, tennis and other sports that benefit from specialist expertise, helping to enhance pupils' skills and experiences while ensuring broad curriculum coverage.
- Art and DT are taught on a half-termly rotation, with pupils studying either Art or Design and Technology each half term to ensure full curriculum coverage and progression of knowledge and skills across the year.
- Learning objectives for lessons are taken from the National Curriculum and is made clear in their work and will focus on knowledge, leading to the development of subject specific skills.
- Work from lessons can take many formats in both individual books whole class records. Evidence need not be onerous and may take one of the following forms:
 - Written task
 - Activity based task in books
 - Self-reflection or account of an experience
 - Photographic evidence including PicCollage (without pictures of children's faces)
 - Electronically through the use of apps and websites to complete online tasks (Seesaw)



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- *There is evidence of writing across the curriculum with children showcasing their knowledge through a piece of writing.*
- *Oracy is woven throughout the curriculum, providing pupils with regular opportunities for both exploratory and performative talk across a range of subjects. Staff use questioning approaches inspired by Philosophy for Children (P4C), including our 'Wondering Wednesday' sessions, to encourage curiosity, critical thinking, reflection and discussion. Evidence of pupils' speaking, listening and reasoning skills can be seen in classroom practice, pupil outcomes and wider curriculum experiences.*



Teaching and Learning in the INSPIRE Curriculum

- *Teaching focuses on the acquisition of knowledge and the application of this knowledge in different contexts.*
- *Learning is carefully sequenced so that progression is built into the content of each subject and pupils can make meaningful links with prior learning.*
- *Strong foundations in early reading, language, vocabulary and number are prioritised, ensuring pupils develop the knowledge and skills needed to access the wider curriculum successfully.*
- *Knowledge organisers are used to support teacher planning and identify the key knowledge and vocabulary that pupils are expected to learn and remember.*
- *Explicit teaching of subject-specific vocabulary enables pupils to understand, discuss and communicate their learning with increasing confidence and accuracy.*
- *Children revisit learning through regular quizzing and retrieval practice, giving them opportunities to recall key knowledge and strengthen long-term memory.*
- *Learning is planned so that knowledge, vocabulary and concepts are revisited and connected over time, helping pupils to build secure understanding.*
- *First-hand experiences are a key feature of the curriculum, bringing learning to life and helping pupils make meaningful connections between their learning and the world around them.*
- *Teachers use ongoing assessment to check understanding, identify misconceptions and adapt teaching to ensure all pupils can access and succeed in the curriculum.*
- *Learning is carefully broken down into manageable steps, enabling pupils to build knowledge securely and confidently over time.*
- *Pupils are provided with regular opportunities to recall, discuss, apply and demonstrate their learning in a range of contexts.*



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- Oracy is woven throughout the curriculum, providing opportunities for exploratory and performative talk across subjects. Through approaches such as *Wondering Wednesday*, pupils are encouraged to think deeply, ask questions, justify their views and engage respectfully with others.
- Subject leaders monitor curriculum implementation and evaluate the extent to which pupils know and remember more, helping to continually refine curriculum delivery and improve outcomes for all pupils.



Planning the INSPIRE Curriculum

Planning			
Form	Intent	Implementation	Impact
Long term	- To provide teachers with a clear overview of learning in their year group. - To provide children with clear sequenced learning.	- Curriculum strategy group and subject leaders set out the long-term plan for all subjects. - Teachers follow the long-term plan for their year group. - Curriculum strategy group and subject leaders monitor the implementation of the long-term plan.	Children have a coherent, well-sequenced curriculum that builds on prior knowledge.
Medium term	- To provide teachers with a clear overview of learning for a topic. - To outline key knowledge for teachers and children. - To provide children with clear, sequential learning for a specific topic.	- Teachers use the topic overview to complete short-term planning. - Knowledge organisers are shared with children and parents at the beginning of a topic.	- Teachers develop their subject knowledge. - Children are taught coherent, well-sequenced, knowledge driven units of work.
Short term	- Teachers plan learning for each lesson as outlined in the topic overview. - Teachers have a clear path to teach a knowledge driven unit of work. - Learning is broken down into smaller units to develop a coherent narrative of learning.	- Teachers create a short-term planning document that covers the key content - Lessons are delivered with a knowledge focus through careful planning. - Links between other lessons are clear.	- Children develop their knowledge over a sustained period of time. - Children have the opportunity to recall and apply their learning.



Lesson design principles in the INSPIRE Curriculum

- All of these teaching principles are taken or adapted from [Rosenshine's Principles of Instruction](#)
- These call all be found in the 'Essential Ingredients to Learning' as part of the Teaching and Learning Policy

Teaching principle	Implementation
Review	Begin learning by reviewing prior knowledge through retrieval practice, such as low-stakes quizzes, questioning and the use of knowledge organisers.
Small steps	Present new learning in manageable steps, making explicit links to prior learning and ensuring understanding before moving on.
Model	Use clear teacher modelling, worked examples and think-aloud strategies to demonstrate the learning process and expectations.
Questions	Use a range of questioning techniques to check understanding, deepen thinking and assess how well knowledge has been learned.
Check	Regularly check for understanding, address misconceptions and use responsive teaching to adapt learning where necessary.
Guide practice	Provide structured opportunities for pupils to practise new learning with support before working independently.
Independent practice	Allow pupils to apply learning independently to develop fluency, confidence and long-term retention.
Scaffold	Use temporary supports, such as visual prompts, worked examples, sentence stems and checklists, to enable all pupils to access learning successfully.
Challenge	Maintain high expectations for all learners and provide opportunities to deepen thinking, reasoning and problem-solving.



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Visual prompts	Use visual supports to strengthen understanding, reduce cognitive load and support pupils in following spoken and written instructions.
Recall and apply	Provide regular opportunities for pupils to retrieve, explain and apply their learning in different contexts to secure understanding and strengthen long-term memory.
Vocabulary	Explicitly teach and revisit subject-specific vocabulary, enabling pupils to understand, discuss and communicate their learning confidently and accurately.

Key definitions in the INSPIRE Curriculum

Feature	Explanation	Feature	Explanation
Retrieval practice	The process of recalling previously learned information after a period of time. The more pupils practise retrieving knowledge from memory, the more likely they are to remember and apply it in the future.	First-hand experiences	First-hand experiences are a key feature of the INSPIRE Curriculum and are used to develop pupils' knowledge, understanding and cultural capital. These experiences also provide opportunities to develop wider skills and enrich learning.
Knowledge organisers	A concise document that sets out the key knowledge, vocabulary and concepts pupils are expected to learn and remember within a topic or unit of work.	End of unit task	At the end of each unit, pupils are given opportunities to recall and apply their learning by answering questions and completing tasks linked to key vocabulary, knowledge and understanding.
Multiple choice quizzes	Short quizzes based on previously taught content. Questions include plausible misconceptions alongside correct answers to	Knowledge driven	Learning is driven by the deliberate acquisition of carefully sequenced knowledge. This knowledge is then applied



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	<i>identify gaps in understanding and strengthen retrieval. These are typically used at the start of lessons and at key points throughout a unit.</i>		<i>in a range of contexts, enabling pupils to develop subject-specific skills and understanding.</i>
<i>Key content</i>	<i>The most important knowledge, concepts and understanding that pupils are expected to learn and remember within a topic. This does not represent everything pupils will learn.</i>	<i>Long-term memory</i>	<i>The part of memory responsible for storing knowledge, skills and experiences over an extended period of time.</i>
<i>Key vocabulary</i>	<i>The essential vocabulary required to access learning within a topic. Pupils are expected to understand, use and apply this vocabulary accurately.</i>	<i>Working memory</i>	<i>The limited-capacity system responsible for temporarily holding and processing information while learning is taking place.</i>