

**VISION (INTENT) (Think it. Believe it. Live it.)**

Every child is loved by God and is educated for wisdom, aspiration and global citizenship to thrive in our community through a culture of dignity and respect. Their gifts, talents and wellness are cultivated with knowledge, skills and wisdom to live life purposefully in all its fullness: sadness, struggles, joys, celebrations so that the "children of this world are in their generation wiser than the children of light (Luke, 16. 8)

**MISSION (INTENT)(Think it. Believe it. Live it.)**

In the eyes of God every child matters, every moment of every day and through our teaching "the child grew and became strong; he was filled with wisdom..." (Luke 2:40) At Buckden we are educating for sustainability in a progressive, student-centred way. We are focused on preparing young people to thrive in a changing world. Our carefully researched educational approach is designed to ignite a love for lifelong learning, a joyful, wonderful journey, and teach our students the skills we believe are required to thrive now and in the future.

**VALUES (INTENT)(Think it. Believe it. Live it.)**

Creativity Compassion	Resilience Thankfulness	Collaboration Koinonia- Community	Friendship Dignity	Forgiveness Wisdom	Agape – Love Hope
--------------------------	----------------------------	--------------------------------------	-----------------------	-----------------------	----------------------

**Objectives (INTENT) -** educating for sustainability in a progressive, student-centred way. We are focused on preparing young people to thrive in a changing world. Our carefully researched educational approach is designed to ignite a love for lifelong learning, a joyful, wonderful journey, and teach our students the skills we believe are required to thrive now and in the future.

<b>ACADEMIC</b> <i>Intent:</i> to develop intellectual knowledge, skills, understanding & curiosity	<b>CHRISTIAN LIFE</b> <i>Intent:</i> to develop spirituality & faith (Think it. Believe it. Live it)	<b>WELLBEING</b> <i>Intent:</i> To develop physical, social and emotional health
Specifically provide opportunity to: <ul style="list-style-type: none"> <li>develop language and communication skills</li> <li>acquire fluency in mathematical concepts</li> <li>think critically, reason, evaluate and problem solve</li> <li>gain scientific knowledge; develop understanding about the uses and implication of science and technologies today and in the future</li> <li>be creative and perform to an audience, to change or create something new</li> <li>cultivate digital literacy</li> <li>utilise fine and gross motor skills</li> <li>be curious about the human and physical world around use</li> <li>understand significance of the past</li> <li>cultivate character, ambition and healthy competition</li> <li>understand the world and their role in changing the future</li> <li>confidence and independence to embrace a challenging, deep curriculum</li> <li>their ability to examine in detail information,</li> <li>to justify opinions by making judgements, assessing validity &amp; quality of ideas</li> </ul>	Specifically provide opportunity to: <ul style="list-style-type: none"> <li>be inspired by moments of awe and wonder</li> <li>think critically about their beliefs and actions</li> <li>consider Christian perspectives on life</li> <li>answer existential, or 'big' questions</li> <li>respond to God through worship</li> <li>seek solace and support from their faith</li> <li>respond creatively to their life experiences</li> <li>foster deep respect for others' beliefs to enable them to thrive and flourish, embracing both success and challenge, prepared for "Life in all its Fullness" (John 10:10)</li> <li>to gain understanding and knowledge and empathy to become confident, caring and active members of society "Love your neighbour as yourself" (Mark 12:31)</li> </ul>	Specifically provide opportunity to: <ul style="list-style-type: none"> <li>feel safe and cared for</li> <li>become resilient</li> <li>develop high self esteem</li> <li>be physically and mentally healthy</li> <li>acquire optimistic outlook</li> <li>build positive relationships with themselves and others and have confidence to take small risks</li> <li>to be able to collaborate with others effectively</li> <li>overcome barriers to good health, care and education</li> <li>develop empathy and contribute as a global citizen</li> <li>Ensure our extra-curricular offer (lunchtimes and after school) is accessible to all, and responsive to children's needs, interests and aspirations</li> </ul>

**Design and Technology - Strategies (IMPLEMENTATION-What is being taught specifically in Design Technology)**

<b>ACADEMIC</b>	<b>CHRISTIAN LIFE</b>	<b>WELLBEING</b>
Design Technology at Buckden CE Primary Academy is taught through the United Nations Sustainable Development Goals (SDG's) so that children can achieve depth in their learning. Years 1, 3 and 5 and Years 2, 4 and 6 learn about the same SDG's in order to progressively deepen their understanding of the content of each SDG Development Curriculum. Our curriculum gives pupils the opportunity to; <ul style="list-style-type: none"> <li>*Develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making.</li> <li>*Enable children to talk about how things work, and to draw and model their ideas.</li> <li>*Encourage children to select appropriate materials, tools and techniques for making a product, whilst following safe procedures.</li> <li>*Explore attitudes towards the made world and how we live and work within it.</li> <li>*Develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.</li> <li>*Foster enjoyment, satisfaction and purpose in designing and making.</li> <li>*Understand and apply the principles of a healthy diet.</li> <li>*Understand where food comes from and the issues of seasonality.</li> <li>*Learning is assessed through school the schools Age Related Expectations</li> </ul>	The teaching of DT offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and gives them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. Through the contexts of their design briefs, and choices they make throughout the design process, the children develop an understanding of different cultural issues; begin to consider the social and moral implications on their decision making and develop spiritually through the use of their own imagination and creativity within their learning. Through the different experiences of the SDGs, pupils are also given the opportunity to understand more about the lives of others from their own country and further afield, especially with regards to the origins of food and where it is sourced from.	Within the different elements of the DT curriculum children's physical, social and emotional health are developed. Throughout the curriculum children are given different experiences that allow them to develop their problem solving skills both independently and collaboratively, when working together with others. Working on projects gives our children an opportunity to develop resilience, optimism, confidence in risk taking and self-esteem. DT is a part of the curriculum that provides children with many skills that they will carry through into life beyond the classroom. Many of the skills and techniques taught through the curriculum are ones that children will be able to use at home and in the work environment including; joining skills, computer design skills and knowledge and skills relating to food, cooking and sourcing of ingredients.

**Outcomes - What will our children look like? (IMPACT)**

Resilient; Inquisitive; Reflective; Challenged; Aspirational; Confident; Creative; Content; Articulate; Compassionate; Proactive; Informed; Engaged; Generous; Self-sufficient; Kind; Respectful; Caring; Tolerant; Dependable; Thriving; Forgiving; Honest; Independent; Educationally qualified (to their potential); Vigilant; Self-aware; Global Citizen

