

St Margaret's CE Primary School  
Created to Shine: Curriculum

Built upon our vision of 'Created to shine', our curriculum projects in Create, Discover and Explore are carefully designed and sequenced to empower each child to shine in their own unique way. Our children move beyond acquiring 'head knowledge' and develop 'heart knowledge'- internalised values that guide their choices and actions. Our curriculum acts as a vehicle for teaching truths that make a positive difference in the individual lives of our children, families, community and beyond. By the time our children reach the end of their journey at St Margaret's, our children will be distinctively different. Not only will they be equipped with strong academic foundations, but they will have internalised values and character that allow them to shine in all aspects of life.

As a school, we have carefully considered what it means for our children to truly shine. Shining encompasses qualities such as loving others, making good choices, seeking truth and wonder and being a courageous, loving leader. These attributes are mapped progressively across each year group, ensuring that pupils develop the knowledge, skills and values to embody them as they move through the school and beyond.



Created to shine.  
Love and Aspire.

|             | Shine statement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Create                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Discover                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Explore                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assessment                                                              |
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| Early Years | <p><b>I belong</b></p> <p>A child's first year in our school is shaped by a deep sense of belonging, where they learn from the very beginning that they matter and are known, seen, and valued. As we discover what makes each child beautifully unique, we help them recognise their own identity within a community that celebrates every individual. Becoming part of our school family doesn't just nurture the child, it transforms the whole family as they join a place where they are welcomed, supported, and held.</p>                                                                                                                                                                                       | <p>Across the foundation stage children learn about belonging. They begin to discover they are part of something bigger than themselves. Our year begins with the big question: what makes me? And following these plans are made for themes based on children's interest and through continuous provision. This allows us to explore and develop understanding of what it means to belong to part of a larger group, whether that is their family, their class, school, church or other groups. Children learn about the ways in which they can successfully belong - listening to others, turn-taking, developing independence, patience, responsibility and resilience.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Captured via observations and evidenced CP activities on Seesaw.</p> |
| Year 1      | <p><b>I am called to care</b></p> <p>Children enter Year 1 knowing that they belong, first within a small, close group, and gradually within the wider world around them. This year builds on that foundation by helping them understand that when we feel we belong, we naturally begin to care for the people, places, and communities we are connected to. They learn that they are both cared for and carers, exploring what they care about and why it matters. With a growing awareness of the world around them, children begin to see how they can use their hands, hearts, and voices to care for creation, recognising that being part of something means looking after it with love and responsibility.</p> | <p><b>What do you treasure?</b></p> <p>In the Create topic, children begin by reflecting on what they treasure: the people, places, and things they care about most. They learn how caring for creation is part of caring for what they belong to. They explore the importance of reducing, reusing, and recycling as ways of protecting the world, discovering that small choices can make a big difference. Carefully chosen texts help them see the real effects of pollution on countries and oceans, deepening their understanding of</p>                                                                                                                                 | <p><b>Can one person change the world?</b></p> <p>In the Discover topic, the main focus is on two ladies who cared enough about what they were passionate about to make changes to the way people thought about women - one being Valentina Tershkova and the other Mary Anning. Both ladies were not welcomed into their field but by working hard and caring enough, they changed the way people thought about women within the field of becoming an astronaut and a palaeontologist. Their stories help children see that their own gifts matter too: that they can shine, make a difference, and use</p> | <p><b>What does it mean to belong?</b></p> <p>In the Explore topic, children begin to understand why caring matters as they explore how they can make a difference in the place they belong. They learn about their village- its physical features, human features, its scale, and its location, and begin to see themselves as part of a wider community. Inspired by the agents of change they met earlier in the year, children look outward and ask how they can use their care to help others. They think about the needs of their community and take small, meaningful actions that show they care for the</p> | <p><b>Why do followers of God feel called to care?</b></p>              |

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|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>why the planet needs our care. Using art to express the beauty of creation, children begin to see themselves as stewards ( people who look after the world) and learn that their care can inspire others to care too.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>their God-given talents to bring something good into the world. By learning about these women, children begin to understand that caring is not passive- it is active, brave, and capable of changing how others think and live.</p>                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>people and places around them. By tying together their learning about belonging, they discover that caring is not just a feeling but something we do- a way of making the world around them kinder, safer, and better.</p>                                                                                                                                                                                                            |                                                                |
| Year 2 | <p><u>I can make good choices</u></p> <p>At the beginning of Year 2 we are learning about how we shine in our own unique ways, celebrating each other's similarities and differences. We build on children knowing that they shine in what they think, what they say and what they do. As we progress through the year, we look at the choices other people have made in historic events and the impact that those choices had. This leads to us exploring that we are also responsible in what we think, say and do. We look at how mistakes can lead to positive change over time and how this supports and underpins our positive attitude to learning from our mistakes. Finally, we have an opportunity to pause and stand in awe at our wonderful world reflecting on our impact on everything. They can bring change through the choices that they make to our fragile world.</p> | <p><u>Is it better to stand out or fit in?</u></p> <p><u>Identity</u></p> <p>In the Create topic, children begin to explore their identity by reflecting on the many ways they shine each day. They arrive in Year 2 knowing that they belong and that they are loved; now they are invited to look more closely at the things that make them unique. They learn how people can both stand out and fit in, and they begin to consider whether there is a "right" or "wrong" way to behave when expressing who they are. Throughout the term, children explore how their choices, actions, and gifts help shape their identity. They finish by celebrating themselves and one another in a Shine Show, demonstrating that they can make thoughtful choices about how to express who they are and how their identity brings light to the world around them.</p> | <p><u>Can good come from bad?</u></p> <p><u>Choices</u></p> <p>In the Discover topic, the children analyse two significant events in our history, The Great Fire of London and Titanic. The children learn about how devastating these events were and the impact that they had on both people and the world; but that these events led to change which, consequently, positively impacts us still today. We look at the individual and group responsibilities and debate who may have been at fault and why. They begin to see that the choices they make can influence others, shape their identity, and help them shine in ways that make the world better.</p> | <p><u>If the world could speak, what would it say?</u></p> <p><u>Consequences</u></p> <p>In the Explore topic, the children learn that the world is full of Wonder, but it is fragile too. They take a journey around South America and learn to admire the beauty in the world but also understand its fragility. They begin to understand the consequences of human action, through learning about concepts such as deforestation.</p> | <p>How do a person's beliefs impact the choices they make?</p> |

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| Year 3 | <p><b>I have a voice</b></p> <p>Children come into Y3 having understood how a person's beliefs impact the choices that they make. They know that they are loved and are special. However, with that comes responsibility and consequences for the choices that they make. Children have thought about this in an inward sense and how they are called to make good choices and how they are responsible for their own actions. We want the children to now begin to look outwards and think about how they can use their voice to encourage others to make good choices. We think about this in 3 ways (how, what and why). How we use our voice, which builds upon the knowledge in Y2 from understanding that our actions have consequences. We then think about what our voice is used for and can be used to empower us and speak out for others. At the end of Y3 they are able to understand the why, why it is important to use our voice. We want to encourage them to see that they can now outwardly make a possible change for others. Their voice matters and they can make a difference.</p> | <p><b>Do first impressions matter?</b></p> <p>In the Create topic, children consider <u>how</u> to use their voice to go from an inward difference to outward. They learn how to use their voice well, using talk tactics, stem sentences, and talk partners to make sure their ideas are clear, confident, and listened to. As they notice and wonder about the world, they begin to see that while first impressions matter, their voice has the power to deepen understanding, challenge assumptions, and help others see beyond the surface. .</p>    | <p><b>What does it mean to be free?</b></p> <p>In the Discover topic, children begin to discover <u>what</u> their voice is for, learning that it can be used to help others, make a difference, and speak up for those who cannot speak for themselves. They explore four simple but powerful ways of using their voice- a Kind Voice that encourages, a Helping Voice that offers solutions, a Brave Voice that speaks up when something isn't fair, and a Sharing Voice that tells ideas and stories. Through the Discover topic, they learn that having a voice isn't about being loud; it's about caring how others feel, using their words wisely, and recognising that power and bravery can bring freedom to themselves and to others.</p> | <p><b>How would you deal with a disaster?</b></p> <p>In the Explore topic, children begin to understand <u>why</u> their voice matters as they explore how people respond to disasters such as volcanoes and other moments of crisis. Through the Explore topic, they learn that their voice can be used to encourage, to protect, and to advocate for those who may not be able to speak for themselves- people facing hardship, injustice, or situations beyond their control. Having learned how to use their voice and what it can do, children now begin to speak out with purpose, recognising that they belong, they care, and they can make a difference. They discover that even in adversity, there is value in standing together, using their voice to help and to make things better for others.</p> | <p><b>What inspires people to live a good life?</b></p> |
| Year 4 | <p><b>I am on a journey</b></p> <p>Building on previous years' learning about shining individually, this year emphasises recognising and celebrating each person's unique path so that, together, their combined light transforms the world around them. Children reflect on how they can make a difference in our community by considering how their individual gifts shine more brightly when shared, becoming a collective light that reflects our calling to be a <u>city on a hill</u>. Through exploring how art shows what matters, whether knowledge gives us power, and how small actions can change the world, pupils learn that every person's journey looks different yet contributes to a greater whole.</p>                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>How does art show what is important to us?</b></p> <p>In the Create topic, children begin their journey by exploring how people across the world express what matters most to them. Through studying art and cultural traditions, they discover that every community tells its story in a different way, and that these stories reveal identity, belief, and belonging. This helps children recognise that their own journey is shaped by what they value, and that when we understand what matters to others, our shared light grows brighter.</p> | <p><b>Does knowledge give us power?</b></p> <p>In the Discover topic, children explore how knowledge shapes the journeys of individuals and whole societies. By following the paths of the Anglo-Saxons, Alfred the Great, and the Maya, they see how learning, wisdom, and determination can lead to growth, influence, and responsibility. This term helps them understand that gaining knowledge is part of their own journey too- not just to become powerful, but to use what they know for good.</p>                                                                                                                                                                                                                                         | <p><b>How can small actions eventually change the world?</b></p> <p>In the Explore topic, children discover that every journey is made up of small steps, and that even the smallest actions can create lasting change. Through the journey of a river and the water cycle, they learn that everything is connected and that caring for what we have is part of our shared responsibility. As they reflect on their own personal journeys, they begin to see that when we act together, even in small ways, we can shape a better world for those who follow.</p>                                                                                                                                                                                                                                                | <p><b>How is faith like a journey?</b></p>              |

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| Year 5 | <p><b>I am a seeker of Truth and Wonder.</b></p> <p>In Year 5, children have thought inwardly and outwardly and are ready to wrestle with deeper ideas, so we give them space to explore the meeting point of faith, science and ethics in a way that feels real and meaningful. We recognise that children's personal beliefs are really beginning to take shape and these are often sparked by a moment of wonder- that feeling that makes you stop, look closer, and stay curious. Our projects invite them to ask the big questions that help us make sense of the world, encouraging them to think deeply, listen well, and discover what they believe as they explore life's mysteries.</p>        | <p><b>What is revealed in the light?</b></p> <p><u>Awaken wonder</u><br/>In the Create topic, children begin by noticing the world around them, letting awe and wonder become the spark that ignites their curiosity. They explore the metaphor of light- what it means for each of us to "shine," and how this connects to the Christmas story, where Jesus is described as the light of the world. Through the miracle of the Incarnation, they begin to see how light reveals truth, hope, and the heart of the whole biblical story. Art is used as a medium of expression of the wonder they see in the world.</p>               | <p><b>How do we know the unknown?</b></p> <p><u>Deepen curiosity</u><br/>In the Discover topic, children understand that wonder and truth come hand in hand. From the moments of wonder they've experienced, they start asking deeper questions, discovering that big ideas rarely come with simple answers. They explore different perspectives: faith, science, and ethics- learning that truth becomes richer when we look at it from more than one perspective. Inspired by seekers of knowledge like Newton, Copernicus and Ptolemy, some of whom saw science as a form of worship, they realise the unknown stays unknown only until someone dares to ask.</p> | <p><b>How did it all begin?</b></p> <p><u>Shaping communities</u><br/>In the Explore topic, children see how wonder brings truth and that curiosity leads to clarity. This project explores how this clarity leads to responsibility. They explore how what we believe shapes how we care, create, and contribute, asking how they can make the world better for those who come after them. Through the examples of others, they begin to understand that belief doesn't stay inside us- it guides how we treat people, how we imagine the future, and how we step into our own role as shapers of community.</p> | <p><b>How might having a faith reveal hidden wonders and guide how a person lives?</b></p>                                                                                                                                                                                             |
| Year 6 | <p><b>I am called to lead and leave behind something good.</b></p> <p>In Year 6, children step into their final chapter with the understanding that they are called to lead and to leave something good behind. They carry with them everything they've discovered along the way- that they shine, that they matter, that they belong, and that their questions, gifts, and courage have shaped who they are becoming. This final year becomes a great sending: a commissioning that invites them to go out into the world not just with head knowledge, but with heart knowledge- the kind that transforms lives, strengthens communities, and inspires them to make a difference wherever they go.</p> | <p><b>Can we trust what we see?</b></p> <p><u>Seeing</u><br/>In autumn, children begin by exploring how first impressions shape the way we see others, and how others see us, recognising that appearances matter, but they don't always tell the whole story. They learn that the kind of person they want to be as they step out into the world isn't defined by surface impressions but by whether their beliefs, choices, and actions truly align. This term invites them to look deeper, question what they notice, and reflect on how integrity grows when who we are on the inside matches what others see on the outside.</p> | <p><b>What is worth fighting for?</b></p> <p><u>Choosing</u><br/>In the Discover topic, children begin to explore the idea that not all legacies are good ones and that some things must be questioned, challenged, or changed. They look beneath the surface of history and human behaviour, wrestling with the conscience of war and what it means to stand for justice, peace, and the oppressed. This term helps them name the "something good" they believe is worth protecting, defending, and passing on.</p>                                                                                                                                                 | <p><b>What should be left in beautiful places?</b></p> <p><u>Becoming</u><br/>In the Explore topic, the focus shifts to becoming- understanding that every choice leaves a mark and every person leaves a legacy. Children explore the tensions that arise when people want different or even contradictory things, learning how to navigate these moments with wisdom and compassion. This final term invites them to begin implementing the good they want to see in the world, recognising that the beauty they leave behind becomes part of the story for those who follow.</p>                               | <p><b>How do Jesus' teachings matter in the modern world?</b></p> <p><b>Seeing clearly:</b> How Jesus teaches us to look deeper.<br/><b>Standing up for what's right:</b> How Jesus guides moral courage.<br/><b>Leaving a good legacy:</b> How Jesus inspires care for the world.</p> |