



Our Vision

“A caring, personal and family-oriented primary school, devoted to the service of Lord Krishna and the nurture of spiritually-minded pupils who will help build ethical, prosperous and sustainable communities.”

Our Mission

“To nurture learned, self-assured and Krishna Conscious children, individually equipped to realise their diverse and distinctive potentials and to successfully apply their learning to the real world”

Our Ideals

Joyful Spiritual Experience	Academic Achievement	Positive Self-image
Responsible citizens	Successful learners	Confident individual

Our Values: To uphold its ideals, the School promotes a broad perception of the Divine (Krishna), underpinned by five core School values/virtues:

1. Positive Interest in Life
2. Respect and Self-control
3. Honesty and Responsibility
4. Courage and Confidence
5. Care and Kindness

Appendix 2 Monthly Curriculum Values Cycle

What is our curriculum?

Our curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum and EYFS, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children based on our School vision and Vaishnava values.

It also includes the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible citizens, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.



Introduction

At Bhaktivedanta Manor School, our curriculum is based on the

- **Our Vision and Mission and Aims of our school.**
- **Five core School values**
- **2014 National Curriculum for Key Stages 1 & 2**
- **EYFS 2012 framework .**
- **British Value-Democracy, Rule of Law Individual Liberty, Mutual Respect and Tolerance of Those with Different Faiths and Beliefs**
- **Five outcomes of Every Child Matters agenda (1) Be Healthy (2) Stay Safe (3) Enjoy and Achieve (4) Make a Positive Contribution (5) Achieve Economic Well-being**
- **A broad, balanced and a holistic** personalised education which caters for the needs and interests of the full range of learners so that all have an equal opportunity to succeed
- **A curriculum for each child's needs** and increasing their choice through planned personalised learning.
- **Personalised learning** which include aspects of: high quality learning and teaching, target setting and tracking, focused assessment, interventions, pupil grouping, small class sizes, stimulating learning environments, curriculum organisation, an extended curriculum and supporting children's wider needs
- **Religious Education** (faith nurture and multi-faith)
- **Respect** for and appreciation of each child and each adult as well as the environment, society, faiths and cultures of others
- **Lifelong learning skills** through the 8 R's. We seek to recognise, develop and celebrate a gift and talent in every:
Responsibility, Respect, Reciprocity, Resilience, Reasoning, Reflective, Resourceful, Readiness/motivation

All the above are incorporated in Monthly Values based Curriculum with focus on:

Twelve Principles of Dharma

Honesty –Asteya, Purity – Saucam, Guru sevanam – Service to teacher, Peace-Shanti, Worship–Ijya, Forgiveness–Kshama, Charity–Dhanam, Austerity– Tapasya, Non violence–Ahimsa, Truth– Satya, Self control–Dhamah, Study–Svadhya

, Refer to Appendix 2 Monthly Value based Curriculum Cycle

Values

At Bhaktivedanta Manor School we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible through our Value Based Curriculum. We offer children an education:

- In a safe, spiritual, calm, creative, inclusive and stimulating environment.
- Where Every child is valued as an individual
- Where well rounded, respectful and confident children develop skills for life-long learning.
- We nurture and encourage them to be creative, unique, open-minded and independent individuals,



- Respectful of themselves and of others in our school, our local community and the wider world.
- We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our Value Based Curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We are fortunate at Bhaktivedanta Manor to have a spacious learning environment. This is respected and used by all in school and we aim, through our Value Based Curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own

[Refer to Appendix 2 Monthly Value based Curriculum Cycle, Teaching and Learning Policy](#)

Aims

At Bhaktivedanta Manor School, we aim to offer a balanced and broad based on our Value Based Curriculum which enables pupils to become:

Successful learners who

- Develop their critical thinking
- Learn and practise the basic skills of English, Mathematics and Computing
- Makes learning more meaningful by putting it into context
- Explore their spiritual, moral, cultural, mental and physical development
- Know what they are going to learn and how
- Are given the opportunity to decide upon the final outcome of their learning
- Are able to set own targets for learning
- Know what their strengths are and which areas they need to develop
- Become lifelong learners and are able to reach their full potential
- Make progress and achieve
- Become Creative thinkers
- Become Problem solvers
- Are good question askers and learn by their mistakes
- Secure in their knowledge from the world and how it is shaped

Confident individual who

- Enjoy learning
- Be able to evaluate and assess their own learning
- Become creative, independent
- Learn new skills and have time to practise those skills
- Decide how best to learn in different situations
- Challenge themselves and engage themselves in deeper learning
- Have a sense of identity
- Has emotional awareness



- Are motivated to learn
- Are confidence and willingness to try new things
- Understand how to develop their strengths, talents and ambitions

Responsible citizens who

- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Make informative choices about important things in their lives which would enable them to be well prepared for life and work
- Able to respect others and understand their own and others' cultures and Traditions
- Are able to understand what it means to be British and appreciate diversity
- Recognise how to sustain and improve the environment
- Are able to try to change things for the better.
- Are good collaborators
- Are aware of a healthy lifestyle
- Understands risk awareness

Organisation and Planning

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children: We run a **thematic curriculum** where pupils in each year group immerse themselves in one topic per term inside which all learning – English, maths, music, history – finds authentic context & purpose.

Subject taught at Key Stage 1 and 2

Core Subjects

- English
- Maths
- Science

Foundation Subjects

- PE
- Music
- Art
- Design Technology
- History/Geography
- RE
- Computing
- PSHE and SRE
- MFL (optional)

[Refer to Teaching and Learning policy](#)

Early Years Foundation Stage(EYFS)

The school follows the EYFS Framework. The children will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and



development.

These are three prime areas of learning

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

And four specific areas of learning

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside, and these are incorporated into the daily teaching at our school. [Refer to Early Years Foundation Stage Policy, Assessment Policy and Teaching and learning Policy](#)

Organisation and Time Allocation

Bhaktivedanta Manor School is divided into three stages:

- (1) Early Years Foundation Stage: Reception (Age 4-5)
- (2) Key Stage 1: Year 1 (age 5-6) and Year 2 (age 6-7)
- (3) Key Stage 2: Year 3 (age 7-8), Year 4 (age 8-9), Year 5 (age 9-10) and Year 6 (age 10-11)

Vertical Grouping

Mixed age classes are formed in our school partly because of the way in which the pupil roll is configured in any given year

Assessment, Recording, Monitoring and Evaluation

We secure knowledge through focused assessment of each child's current progress from which target and support is accurately tailored for that child.

[Refer to Assessment Policy, Recording and Monitoring Policy, Marking and Feedback Policy](#)

. Target Setting and Tracking

A clear knowledge of the attainment and progress of each child on the Target Tracker enables staff to develop personalised learning by setting precise individual targets for each child. Targets are also then set for a group and/or the whole class and subsequently the whole school.

Progress of Targets is followed up regularly.

- Each individual's child's progress within the class
- Each class' progress within the school
- School targets

[Refer to Assessment Policy, Teaching and Learning Policy, Recording and Monitoring Policy](#)

Inclusion



In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning•

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities. Our curriculum is inclusive and promotes a growth mind set in all our children. Extra support and interventions are provided for children as necessary and in line with our SEND policy. [Refer to SEND Policy](#)

Supporting Learner's Wider Needs

There are a range of extra-curricular programs depending on the time of year, ensuring access for all groups of learners. It also involves parents and carers as well as the wider community, which helps to provide this extended provision. Some of these include:

- Environmental club/Gardening
- Knitting/sewing and handicraft club
- Chess Club
- Drama
- Traditional Indian dance
- Art/drawing skills
- Sports – football and cricket

Visitors to the School

We have a range of visitors that come into the school to address the children – some from our faith community and others from the broader multi-faith community, health and safety, and social services, musicians, artists, authors, etc.

The children also regularly go on educational visits to support their learning. We aim for the children to have the opportunity to go on an educational visit at least once a term and sometimes twice as it expands their learning immensely and makes the learning relevant to them as well.

Pupil Development & Celebrating Achievement

We celebrate achievement on all levels and for all pupils. In the class positive behaviour and learning is rewarded with praise and stickers. Each week we have an assembly with the whole school to celebrate the achievement of pupils. Every week one child is rewarded from each class group with a certificate and a small gift for some achievement the previous week. At the end of each month we have a celebration assembly where one class each time will prepare a little presentation of their learning that term. There are also special awards for achievement and behaviour. At the end of the term we have a special we have a presentation evening with performances from the pupils and awards.

Peer mentoring

The older children play a crucial role in mentoring and assisting the younger ones in both learning and play. A buddy system is used one afternoon for reading.

Personal and Emotional development

The curriculum helps develop pupil's self-esteem, character and distinctive but inclusive



sense of identity. To nurture pupils' positive self-image, the school commits to:

- Help each pupil develop a personal relationship with the Divine, represented through the deity, loving relatives, intimate friends, the natural world and exemplary role models (including gurus, teachers and a host of heroes and heroines)
- Foster pupils' awareness of a spiritual identity, shared by all peoples and all living beings, thus transcending all differences based on age, race, gender, species, ability and faith affiliation
- Prepare pupils to eventually make up their own minds on issues of belief and belonging, whether religious or secular
- Prepare pupils to cope assertively and dialogically with prevalent, popular views that may differ from their religiously-based views (e.g. of a world that is hierarchical)
- With the assistance of supportive parents, engender in children Vaishnava values and virtues, classified into five main categories, as per our vision statement:

The school holds sessions with professionally trained counsellors who have experience in working with children in schools. This is group work using a variety of modalities that helps to foster self-esteem, confidence and emotional stability in the children.

Partnership with parents

The school and parents work in partnership and are actively involved in their children's learning. [Refer to teaching and learning policy, Assessment policy and Recording and Monitoring Policy](#)

Community Engagement

The School has a strong ethos of community engagement and it is at the heart of our vision and ethos. This is demonstrated in the following ways, over a number of years:

- Yearly visits to other faith institutions including mosques, churches, synagogues and Buddhist temples.
- Pen pals with children from other independent and different faith schools – St Christopher's School
- Visiting local schools during festival times i.e. Diwali to perform a plays, puppet shows and answer questions thus promoting community cohesion
- Contributing to local school's themed days based on India or Hinduism through dance, music, displays and presentations
- Visits to Retirement homes at Christmas time to sing carols
- Visits to our neighbour (Delrow House) to sing to the residents who have learning disabilities
- Visits to Krishna Avanti school for dialogue, and performance based on a common theme
- A presentation with other local faith schools for Hertsmere Forum of Faiths
- Participating in the Scarecrow competition at the Radlett Festival
- Working on a community project with the children from the local Fairfield Church of England Junior school
- Learning British Sign Language one term a year to be able to understand and communicate with the Deaf community. Visit from a school in St. Albans with predominantly deaf and SEND children

Curriculum Monitoring and Review

Evaluation is essential for the planning and development of the curriculum. The Headteacher is responsible for the overall school curriculum..

Our governing body is responsible for monitoring the way the school curriculum is implemented



Appendix 2 Monthly Values Based Curriculum cycle

Monthly Values Based Curriculum to Focus on Twelve Principles of Dharma Autumn Term		
Theme /Value	Lifelong learning skills - School Values	Month
<p>Twelve Principles of Dharma</p> <p>British Values Democracy, Rule of Law Individual Liberty, Mutual Respect and Tolerance of Those with Different Faiths and Beliefs Every Child matters Be Healthy (2) Stay Safe (3) Enjoy and Achieve (4) Make a Positive Contribution (5) Achieve Economic Well-being</p>	<p>Lifelong learning skills - School Values 1 Positive Interest in Life 2. Respect and Self-control 3. Honesty and Responsibility 4. Courage and Confidence 5. Care and Kindness. Lifelong learning skills through the 8 R's: Responsibility, Respect, Reciprocity, Resilience, Reasoning, Reflective Readiness/motivation Resourceful</p>	
Honesty –Asteya	<p>Honesty/Courage and Confidence Readiness/motivation-Developing a taste for learning, devotion, service and spiritual practice Make a Positive Contribution Rule of Law</p>	<p>Sept Behaviour policy - make good choices about their behaviour. Class rules Safety week</p>
Purity – Saucam	<p>Self-control/Care and Kindness Responsibility – for learning, ourselves, environment and each other Be Healthy, stay safe Individual Liberty Diwali/Govardhan week</p>	<p>Oct Make choices, knowing that they are in a safe and supportive environment Multifaith Week</p>
Guru sevanam – Service to teacher	<p>Kindness/ responsibility Respect – Learning to value the thoughts, contributions and ideas of others Enjoy and Achieve Make a Positive Contribution Democracy Remembrance Week Democracy week</p>	<p>Nov Make a meaningful contribution to the running of the school.=School council elections</p>
Peace- Shanti	<p>Care and kindness/ responsibility Resourceful- Learning to make good choices Stay Safe, Make a Positive Contribution Achieve Economic Well-being Rule of Law Christmas</p>	<p>Dec School Rules, during assemblies Respect the law</p>
Monthly Values Based Curriculum to Focus on Twelve Principles of Dharma		



Spring Term		
Theme /Value	Lifelong learning skills - School Values	Month
<p>Twelve Principles of Dharma</p> <p>British Values Democracy, Rule of Law Individual Liberty, Mutual Respect and Tolerance of Those with Different Faiths and Beliefs Every Child matters Be Healthy (2) Stay Safe (3) Enjoy and Achieve (4) Make a Positive Contribution (5) Achieve Economic Well-being</p>	<p>Lifelong learning skills through the 8 R's: Responsibility, Respect, Reciprocity, Resilience, Reasoning, Reflective Readiness/motivation Resourceful</p>	
<p>Worship - Ijya</p>	<p>Honesty/ Care and Kindness Readiness/motivation-Developing a taste for learning, devotion, service and spiritual practice Enjoy and Achieve Make a Positive Contribution Achieve Economic Well-being Mutual Respect and Tolerance of Those with Different Faiths and Beliefs</p>	<p>Jan Understand that respect is shown to everyone, both adults and children God and his creation. Links with local faith communities. Science week</p>
<p>Forgiveness - Kshama</p>	<p>Courage/Honesty and responsibility Resourceful- Learning to make good choices Make a Positive Contribution Achieve Economic Well-being Enjoy and Achieve Individual Liberty</p>	<p>Feb Understand and exercise their rights and personal freedom- playground buddy</p>
<p>Charity - Dhanam</p>	<p>Kindness/respect Reciprocity – Learning to work and serve with others, valuing everyone's opinions Enjoy and Achieve Make a Positive Contribution Achieve Economic Well-being Democracy,</p>	<p>March Express their views Questionnaires and surveys; assemblies Gaura Purnima</p>
<p>Austerity - Tapasya</p>	<p>Self-control/ Positive Interest in Life/ Resilience – Learning not to give up and stick to learning tasks Be Healthy Make a Positive Contribution Individual Liberty Environmental Week</p>	<p>April Supported to develop self-knowledge, self-confidence and a growth mind set in all areas of sch life</p>



Monthly Values Based Curriculum to Focus on Twelve Principles of Dharma Summer Term		
Theme /Value Twelve Principles of Dharma British Values Democracy, Rule of Law Individual Liberty, Mutual Respect and Tolerance of Those with Different Faiths and Beliefs Every Child matters Be Healthy (2) Stay Safe (3) Enjoy and Achieve (4) Make a Positive Contribution (5) Achieve Economic Well-being	Lifelong learning skills - School Values 1 Positive Interest in Life 2. Respect and Self-control 3. Honesty and Responsibility 4. Courage and Confidence 5. Care and Kindness. Lifelong learning skills through the 8 R's: Responsibility, Respect, Reciprocity, Resilience, Reasoning, Reflective Readiness/motivation Resourceful	Month
Non violence - Ahimsa	Positive Interest in Life/Care and Kindness Reciprocity – Learning to work and serve with others, valuing everyone's opinions Stay Safe Make a Positive Contribution Achieve Economic Well-being Rule of Law Citizenship Week	May Play ground School Rules Respect the law Respect other faiths/ leader who come for visit
Truth - Satya	Confidence/Honesty and Responsibility Reasoning – Learning to learn through mistakes Make a Positive Contribution Mutual Respect and Tolerance of Those with Different Faiths and Beliefs Vegetarian Week	June Understanding of and respect for, their own and other cultures. Visits to places of worship
Self control - Dhamah	Respect and Self-control Resilience – Learning not to give up and stick to learning tasks Be Healthy, Enjoy and Achieve Achieve Economic Well-being Individual Liberty	July Challenging themselves in their learning Anti-bullying week
Study - Svadhyaya	Courage and Confidence Reflective – Learning to think how I have learned and how I can do it differently next time Enjoy and Achieve Make a Positive Contribution Achieve Economic Well-being Democracy	August PSHE and RE curriculum pupils are encouraged to discuss and respect differences and similarities between people.