



THE ST FRANCIS RELATIONSHIPS MODEL

Living Life to the Fullest: Our Vision in Action

We are developing our Parish meta-narrative - **JOHN 10:10B 'living life to the fullest'**, which encompasses and asks us to reflect deeply with all of our stakeholders about how we might best live our lives so that they are the richest and hold the greatest of meaning.

At the heart of everything that we do at St Francis is the human, (the child, the teacher, you, me and all of our stakeholders), and everything flows from this point in deep service of each other and an improved symbiotic and harmonious world, where everything is in balance.

When we are living our lives to the fullest we have a healthy emotional, physical, spiritual and intellectual internal dialogue. This holistic approach ensures that the curriculum contributes to pupils' personal development and their spiritual, moral, social and cultural (SMSC) development, whilst developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.

We are creating something richer, deeper, more meaningful and longer lasting so that the St Francis children leave us with a wise and generous spirit.

Our Curriculum: Ambitious, Inclusive and Transformational

At St Francis School we pride ourselves on leading an ambitious and personalised curriculum, one that is humane and child-centred, thus developing the whole child — their skills, knowledge, attitudes and interests.

Our broad and balanced curriculum is informed by the best available evidence and is designed to build secure long-term memory of an ambitious body of procedural and semantic knowledge by the end of each key stage.

It provides children with the knowledge and cultural capital they need to be successful and supports all learners, particularly disadvantaged pupils, those with special educational needs and/or disabilities (SEND), those known to children's social care, and those facing other barriers to learning and well-being, enabling them to learn deeply and thrive in later life.

A Deeply Inclusive Culture

Inspired by the vision, we aim to create a highly inclusive school culture. Vulnerable pupils and those who have special educational needs and/or disabilities (SEND) are planned for carefully. Thus, pupils are valued and nurtured as unique individuals. We recognise that the most effective inclusion strategy begins with everyday high-quality inclusive teaching, which has most benefit for the pupils who find learning hardest and reduces the need for individual adaptations.

We champion the needs of the families that we serve, inspired by the Christian vision to make choices and take action so that pupils and adults flourish.

Real-Life Learning and Community Partnership

At St Francis School, learning is rooted in meaningful real-life experiences that enable children to broaden their horizons and engage fully with the world around them. Through whole-school projects and strong partnerships with our local community, such as the [Waste2Taste](#) intergenerational cooking project, pupils learn the value of giving to others and contributing positively to society. This work helps children develop as responsible, respectful and active citizens, fostering a shared sense of belonging and understanding. We are a school for the community, not just in the community.



The school's partnerships, particularly with its local church, are strong and mutually beneficial. Regular visitors from the church community, including clergy, enrich collective worship. These relationships amplify the impact of the Christian vision by enhancing the wider education.

Enrichment Through Partnership

Being involved with practical projects provides our children with the essential knowledge that they need to prepare them for their future success. This is done by introducing our children to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. Pupils' talents and interests are nurtured, developed and extended through a range of opportunities, and pupils are willing to participate in - and respond to - artistic, musical, sporting and cultural opportunities.

We make the most of opportunities with our twinning projects. For example, in 2024-25, our year four and five children were successfully chosen to work with Magdalen College on a project entitled: [Building A Town](#) based upon the works of the 1930s composer, Paul Hindemuff. Children had the opportunity to work alongside a variety of professionals: choreographer, costume designer, singer and composer.

This project, rooted in happiness, boosted morale and a sense of connectivity. Children are developing transferable skills such as creativity, curiosity, resilience, resourcefulness, collaboration and confidence to help pave the way to a wide-open future, one where children are living their lives to the fullest, John 10:10b.

Spiritual Development and Deep Thinking

Spiritual development is reflected throughout the curriculum. These experiences encourage children to ask questions, think deeply, reflect and be inspired. Pupils develop their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life, including developing their knowledge of, and respect for, different people's faiths, feelings and values. Pupils gain a sense of enjoyment and fascination in learning about themselves, others and the world around them, using imagination and creativity in their learning and being willing to reflect on their experiences.

The Opening Doors English Curriculum encourages children to think deeply and respond with emotion to high quality texts and big questions.

Planned in curriculum opportunities such as:

- Space Makers Retreat
- Links with Christchurch
- Pilgrims Tour
- Christingle Service
- Lantern making in Wytham Wood

And focus weeks such as:

- Refugee Week
- Children's Mental Health Week
- Anti-Bullying Week

These are some of the examples of how we embed spiritual, moral, social and cultural development across all aspects of school life.

Wellbeing at the Heart of Our Community

Wellbeing is prioritised across different aspects of school life. The vision is lived out in the strong culture of caring for each other. As a result, pupils and adults thrive in their relationships and personal development. Leaders and staff know their pupils and are vigilant in identifying individuals or groups who need additional pastoral support. Pastoral support is well matched to pupils' needs and targeted at those who may need extra.



All pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers, benefit from high-quality personal development opportunities, such as [ELSA](#). Pupils feel welcome, valued and respected and that they belong within the school community.

Our Commitment to Excellence

At St Francis, we are committed to ensuring that every child, regardless of their starting point or circumstances, has the opportunity to live life to the fullest. Through our ambitious curriculum, strong community partnerships, rich spiritual life, and unwavering focus on inclusion and wellbeing, we prepare our children not just for academic success, but for a life of meaning, purpose and contribution to the world around them.

