



# Curriculum Development as a Tool for Creating a Joyful Learning Culture

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# Sir Ken Robinson – Culture

“The way you increase the quality of our children’s experience, their life chances, it's not by focusing on yield, but on focusing on the **culture** of the school.”



# What do we mean by joyful?

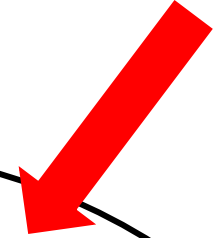
Most in vogue



A state, characterized by pleasure; a banishing of pain, suffering, and boredom; a sense of engagement and meaning through the experience of positive emotions and resilience.

**Hedonia**

Research literature (and Aristotle)



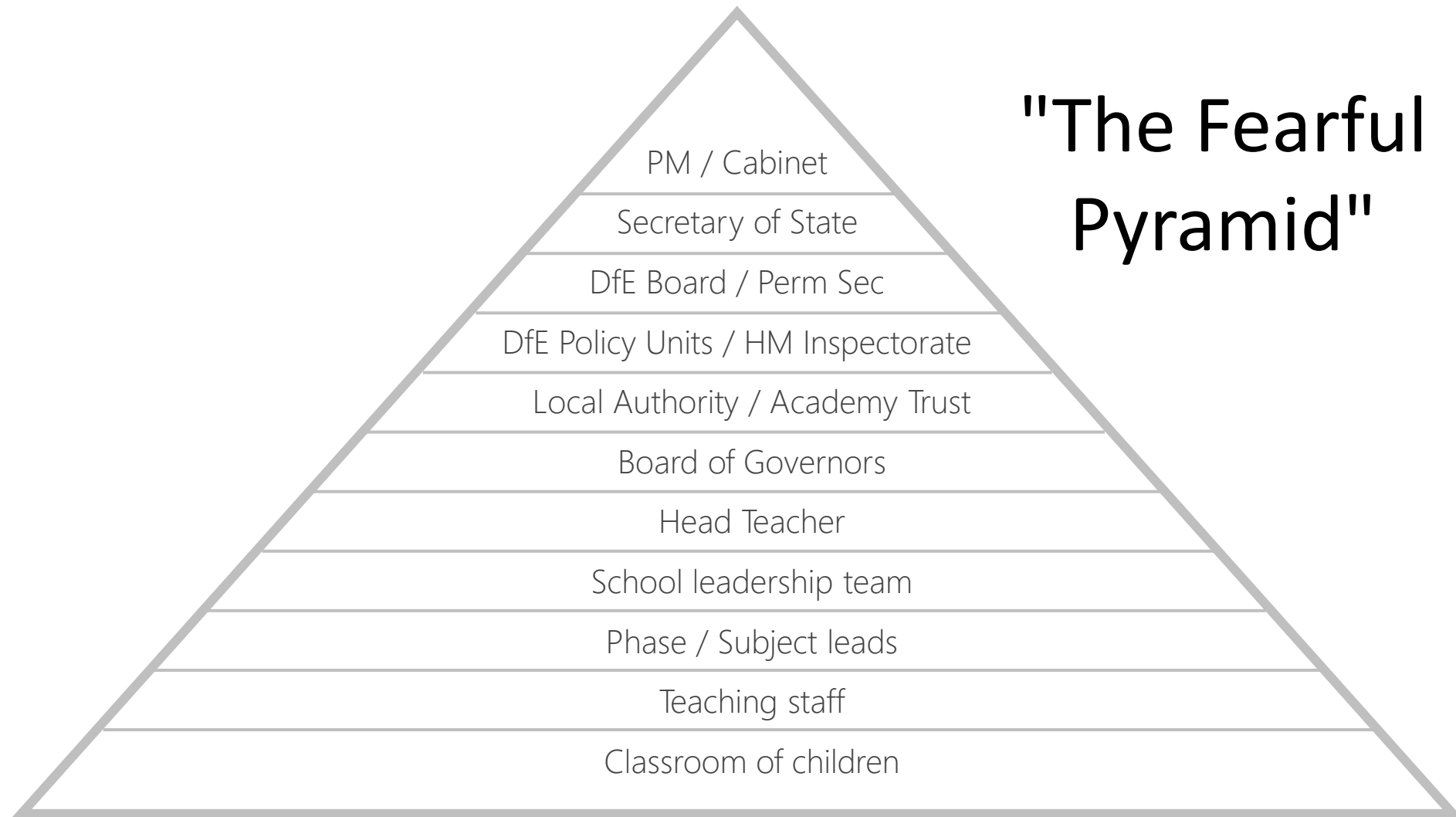
A process of human flourishing.

An experience of meaning and engagement but in relation to the satisfactions of experiencing one's own growth and unfolding, becoming more of the person one was meant to be.

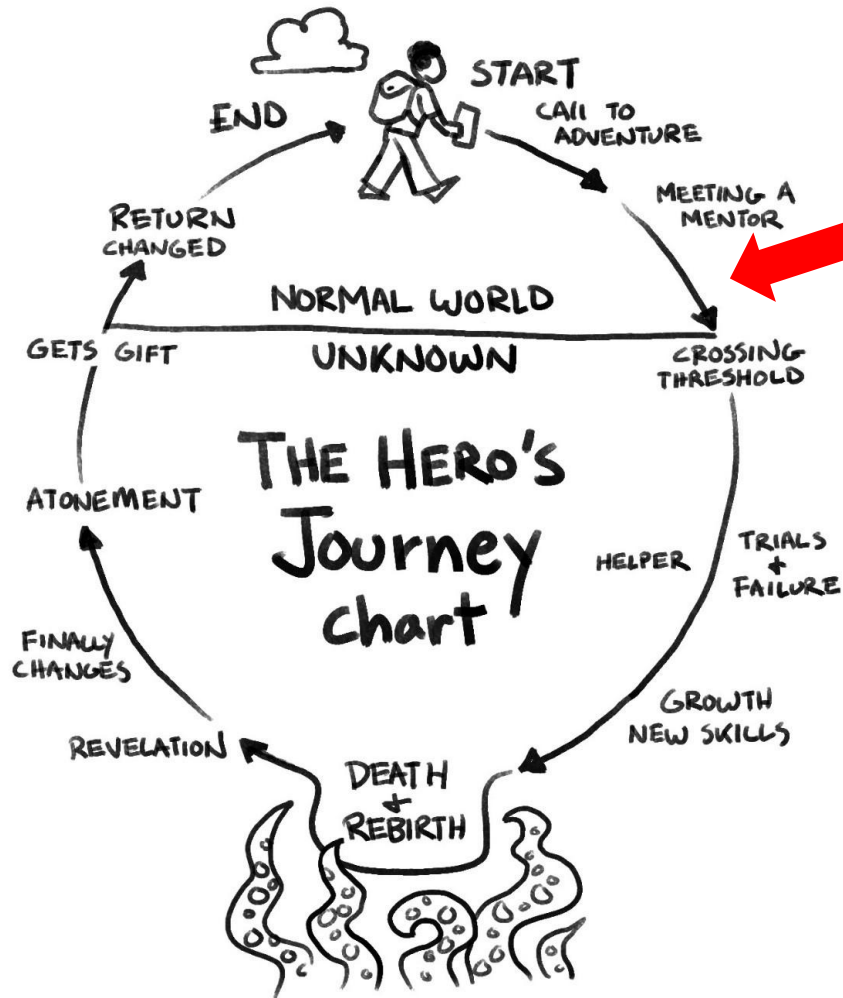
**Eudaimonia**



# How the education system "works"



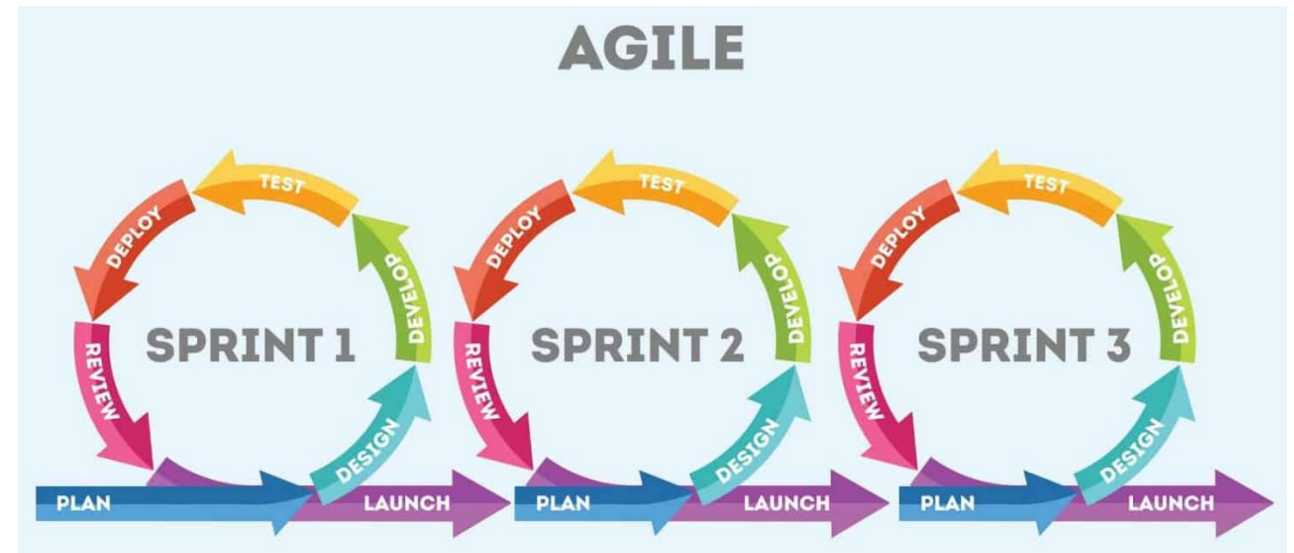




Joseph Campbell

Walking into the Unknown

Being willing to try something, fail, learn and try again.



# Ingredients

1. **PURPOSE** must be bigger than just passing tests
2. **CONNECTION** - Unleash creative genius
3. **CONNECTION** – no fear or shame
4. **PARTS** – planning, progression, quality

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# 1. What is the **PURPOSE** of education?



To get children to pass exams?

To create a compliant workforce?





2024 national curriculum tests

**Key stage 2**

**Mathematics**

**Paper 1:** arithmetic

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



"Any system which is set up to maximise a single objective has the potential to go bonkers."

Dan Davies – The Unaccountability Machine

Compassion

Equality and  
Justice

Creativity

What do you want  
for the children in  
your class by the  
end of the year?

Awe and  
wonder

Resilience

Belonging

Sustainability



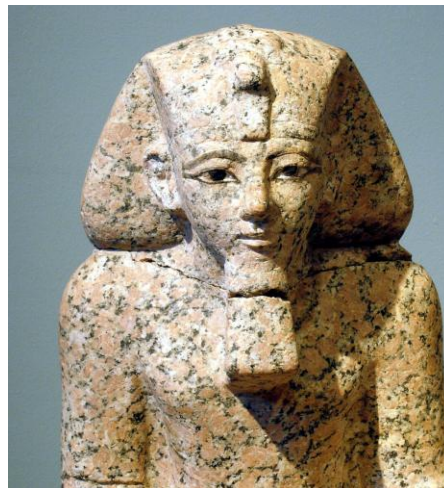
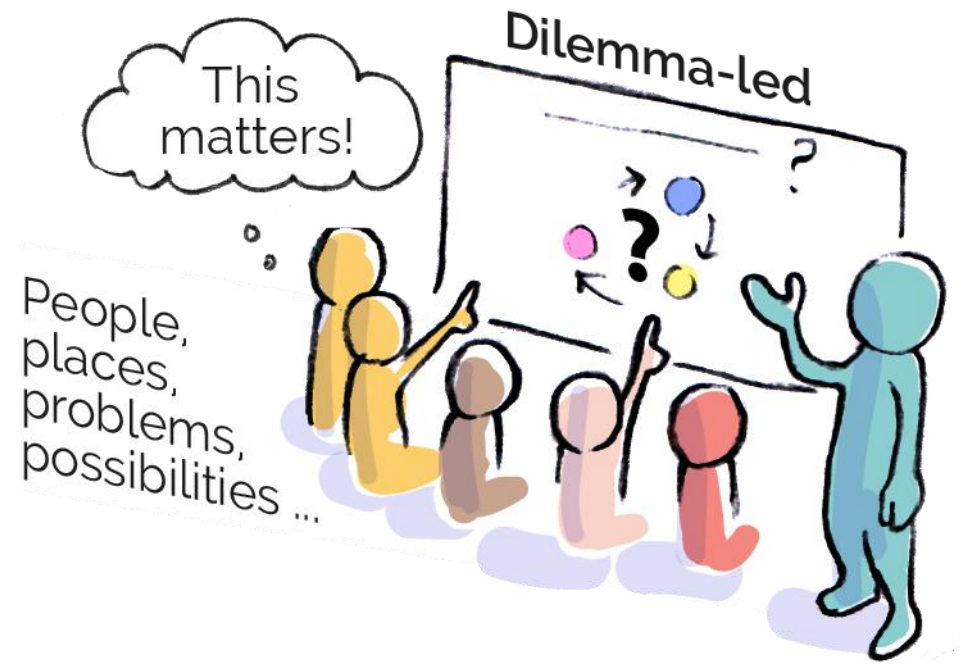
# Questions worth thinking about that have the power to make a difference

- Who has the right to share their knowledge? (Mary Anning)
- What do humans need, do we need art and why? (Stoneage)
- Do humans need plants to survive and thrive? (Mayans)
- Do our beliefs shape our actions? (Egyptians)
- Does everything and everyone deserve kindness? (Minibeasts)
- Is success the same for everyone? (Nepal/Everest)
- What is worth striving for? (Romans)



Questions worth thinking about that have the power to make a difference

Do our beliefs shape our actions?



**Person:** Hatshepsut (HAT – SHEP – SUT)  
**Place:** Egypt  
**Problem:** Perceptions of women as leaders  
**Possibilities:** portrayed herself as a male pharaoh – beard/headdress  
Generated wealth to prove her capability



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## 2. Unleashing Creative Genius (Connections)



Latin definition of genius

The attendant  
spirit present  
from one's birth.



**Tina**

**Clare**

**Joel**



*I am surprised by my own curiosity.  
I'm constantly reading about the  
Romans and sharing what and how I  
was learning and inviting children to  
do the same. I tell them what I've  
learnt, they spark from what I've said.  
The atmosphere is amazing!*

KS2 Teacher

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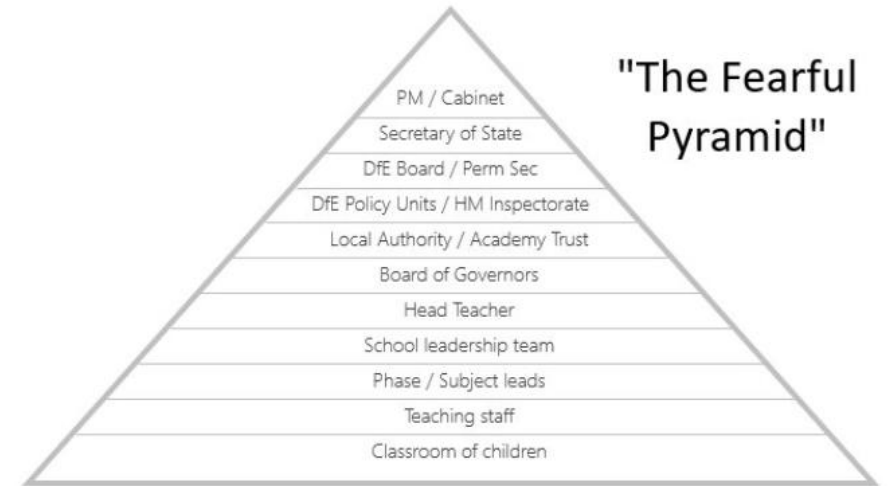
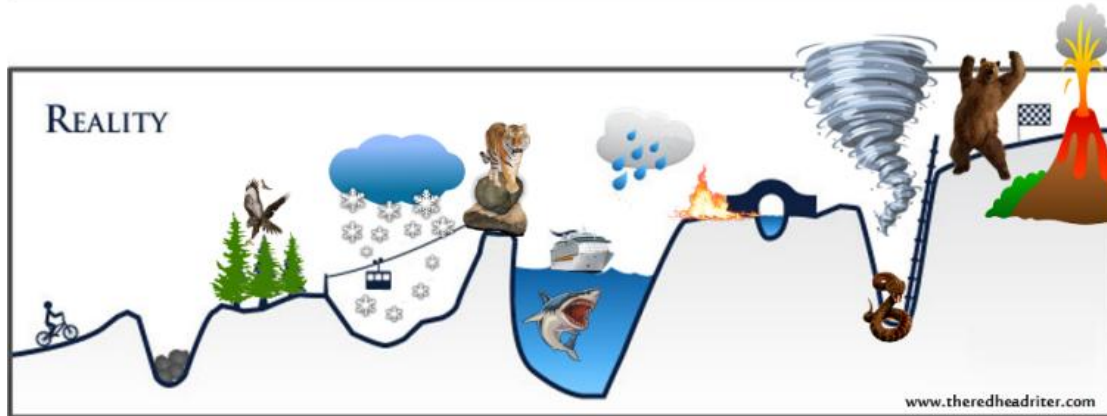
1. **PURPOSE** must be bigger than just passing tests
2. **CONNECTION** - Unleash creative genius of staff

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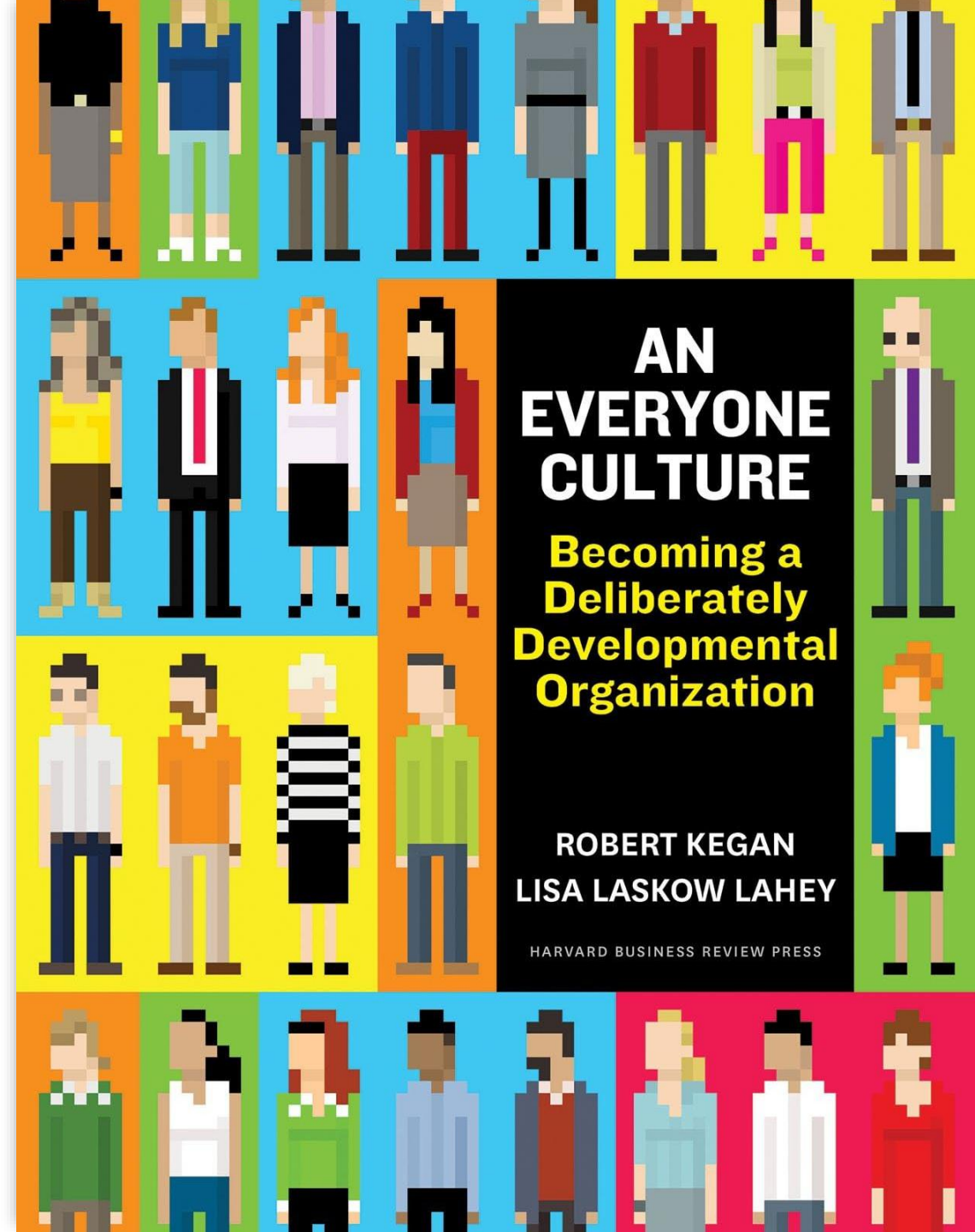
# 3. Reduce Fear – No Shame (Connections)



# A thought ...

*In an ordinary organization, most people are doing a second job no one is paying them for.*

*Most people are spending time and energy covering up their weaknesses, managing other people's impressions of them, showing themselves to their best advantage, playing politics, hiding their inadequacies, hiding their uncertainties, hiding their limitations. Hiding.*



What if ...?

We just  
decide not to  
do the  
second job?

We were completely  
honest and  
transparent about our  
weaknesses/areas  
where we lack  
understanding?





**“No judgement. Only  
learning.”**

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# 4. PARTS – Planning, Progression

Vision	“Wise, compassionate citizens with the power to make a difference.”					
Three core values	Curiosity		Courage		Connection	
	We foster the wonder essential for curiosity to grow and thrive		We have the courage to experiment and learn		We nurture individual passions and flourish through making connections	
Compassion	All projects have Compassion at their heart through learning about People, Places, Problems and Possibilities. <i>We define Compassion as a concern for others and a desire to be kind and to help them</i>					
Six themes	Sustainability	Courageous Advocacy	Community & Belonging	Belief	Leadership	Creativity
	A deep connection with nature and understanding of our planet and nature can shape how we care for it and sustain its beauty.	Being able to express an opinion or being willing to act against an issue of injustice, on behalf of those whose voice may not be heard, whether a small act of kindness or a larger event to raise awareness. (Christian Aid)	Building connection to and being proud of our school, local, Oxford, UK and global communities. Develop acceptance and understanding cultures and faiths within communities.	Awareness of how the beliefs that we hold, our lived experiences, faiths and culture shape our responses to others and the planet.	How people organize themselves into power structures and the impact that personal leadership qualities have on others and the planet.	Celebrating human endeavor and inventions stemming from a quest for knowledge and finding solutions to problems.

## Music Assessment Framework

## Skills- Listening, Appreciation, Composition, Performance

1	2	3	4	5
Learners begin to show curiosity towards listening to a broad range of music discussing and commenting on what they have heard. <i>(Listening)</i>	Learners show a deeper curiosity and enthusiasm towards listening to a broad range of music, beginning to ask questions about what they have heard. <i>(Listening)</i>	Learners will demonstrate a deeper curiosity to listen to and connect with a wider variety of music, beginning to form an understanding about different times and cultures. <i>(Listening)</i>	Learners will have the curiosity to listen and connect with a variety of music demonstrating an appreciation of different times and cultures, making individual comments and opinions. <i>(Listening)</i>	Learners will have the curiosity to listen to and appreciate a broad variety of music from different times and cultures, linking their own tastes and cultures. <i>(Listening)</i>
Learners will have the curiosity and courage to begin to respond to questions and develop an opinion about different aspects of music. <i>(Appreciation)</i>	Learners will be demonstrating greater courage to express an opinion about various aspects of music, beginning to build connections between different styles. <i>(Appreciation)</i>	Learners will build upon previous knowledge, to help them form an individual opinion about different aspects of music, recognising a variety of genres. <i>(Appreciation)</i>	Learners will be able to develop an acquired knowledge to begin to critically engage with most aspects of music, beginning to connect different genres. <i>(Appreciation)</i>	Learners will be independently able to use their acquired knowledge to critically engage with all aspects of music, connecting different genres. <i>(Appreciation)</i>
Learners begin to connect as a class through music, exploring different sounds and rhythms on a variety of instruments and through songs. <i>(Composition)</i>	Learners connect with their peers in a smaller group to explore and create different sounds and rhythms, beginning to foster their independence. <i>(Composition)</i>	They have the courage to begin to use their individual ideas to contribute towards a piece, a song or a composition, connecting with their peers and listening to the opinions of others. <i>(Composition)</i>	They have the courage to work with peers in a small group and contribute ideas, adding interest towards a piece, a song, or a composition. <i>(Composition)</i>	They have the courage to connect with peers and make a significant contribution towards a piece, a song or a composition. <i>(Composition)</i>
Learners begin to develop the courage to perform a short piece individually, with support, to their peers or as a group to familiar audiences. <i>(Performance)</i>	Learners grow their courage to perform a piece in a smaller group, with greater independence to a familiar audience. <i>(Performance)</i>	Learners develop the courage to perform a piece individually or in a small group, developing an understanding of expression when performing to an audience. <i>(Performance)</i>	Learners deepen the courage to perform, individually or in a small group, for an audience, demonstrating some understanding of including feeling and expression. <i>(Performance)</i>	Learners have the courage to perform for an audience with feeling and expression in a variety of situations. <i>(Performance)</i>

HISTORICAL KNOWLEDGE – Dates and Events – Declarative Knowledge – Know that ...			
Year 3	Year 4	Year 5	Year 6
<p><b>What does it take to be a superhero?</b></p> <p><b>Ancient Greece</b> Spartans and their warrior culture Athens was important as a city-state Athenian democracy The Olympic Games originated in Ancient Greece Ancient Greek beliefs – worship of many Gods and Goddesses (Zeus, Poseidon, Hades, Athena, Hara, Apollo, Artemis, Aphrodite, Ares, Hermes, Hephaestus) Identify great philosophers/thinkers – Socrates, Plato, Aristotle Alexander the Great – conquests in the East from end of 4<sup>th</sup> century BCE – leading to Greek influence on Indian culture</p> <p><b>Changes in Britain from the Stone Age to the Iron Age</b></p>	<p><b>Romans – What makes an empire?</b></p> <p><b>Roman Empire</b> Julius Caesar – Roman Emperor 49BC to 44BC Relationship with Cleopatra of Egypt Life in the Roman Empire The Forum: temples, marketplaces, etc. The Colosseum: circuses, gladiator combat, chariot races Roads, bridges, and aqueducts <b>Invasion of Britain</b> Romans invaded in 43AD under Emperor Claudius Boudicca led the Rebellion of the Iceni, in 60AD. Destroyed Roman settlements at Colchester, London and St Albans; Romans considered leaving. Romans fail to conquer Scotland (Caledonia)/Hadrian's Wall built Ireland (Hibernia) was not invaded Large Roman Settlements: <u>Londinium</u> and Eboracum <b>Roman beliefs (largely based on Greeks - compare)</b> Romans brought technological advances: Road networks, sewage and water supply systems, literacy and written records Our calendar comes from Rome</p>	<p><b>Why do people move?</b></p> <p><b>Anglo Saxons and Scots?</b> Anglo-Saxon culture Paganism Legend of King Arthur Kingdoms: England and Wales (Northumbria, Mercia, Wessex, Kent, East Anglia, Sussex, Essex) Scotland (Pictland and Dal Riata) Illuminated manuscripts – mix of Christian and Pagan symbols Missionaries – e.g. St. Augustine (first Archbishop of Canterbury) aimed to convert Pagans to Christianity Beowulf – first English poem <b>Vikings – 793 to 1066</b> Viking culture - exploration and seafaring, trading and migration Settled in Jorvik (York) and <u>Dublinia</u> (Dublin) Alfred the Great defended Wessex against Vikings meaning it was the only native English Kingdom <b>St. John's College Oxford (Wessex) Viking massacre – St. Brice's Day Massacre – grove of 35 Viking warriors discovered 2008</b> Norman Invasion Battle of Hastings 1066 William of Normandy defeats King Harold and is</p>	<p><b>What does the Earth leave?</b></p> <p>1855 Charles Darwin travels to Galapagos Islands Politics/Benin/British Empire Limitation of power of the monarch via the Magna Carta signed 15<sup>th</sup> June 1215 – limited power of monarchs Baron Simon de Montfort called the first parliament Precedent set for non-royals in politics Charles I – Divine Right of Kings – led to Civil War and execution 1649-1660 – no monarch – Oliver Cromwell ruled – England declared a Commonwealth 1660 – Charles II ruled with a parliament William III and Mary II – joint monarchs signed 1689 - Declaration of Rights – limiting power of monarch Robert Walpole – achieved influence with George II. Became first Prime Minister. Great Britain created in 1707 Act of Union Global trade – colonies established abroad where British built towns and forts for merchants and soldiers to live Exchange of British goods for exotic luxuries Men forced to serve in the Royal Navy Slavery Slaves transported from Africa to plantations in the Americas</p>

## Knowledge Organiser Year 3: What do human beings need? Do they need art and why?

### History: The Stone Age

The Stone Age is a period in prehistory during which early humans started using stones, usually flint, to make tools and weapons to kill animals, such as mammoths, for their meat, bone marrow and skins. It is the earliest known period of human culture.

The Stone Age began around 2.5 million years ago and lasted until around 2300 BC

### Art: Painting

Early humans may have used art as a way of helping themselves survive. Paintings of animals on cave walls are common.

Humans use art for different purposes:

- Representation
- Memory
- Lifestyle/control
- Imagination

Cave paintings are prehistoric works of art created by Stone Age people that have been found all over the world, with the oldest known being found in Europe.

They most often show pictures of animals, although some also show humans or use human handprints as the focus of the artwork. One of the earliest cave paintings that has been found was painted 35,000 years ago. It is still unknown as to why these paintings were made.

### People

Otzi the Iceman – Neolithic stone age hunter-gatherer

Lived 3350BC – 3100BC

Significance – this discovery helped us understand how early humans used to live, hunt and eat

Manse Ahmad – local bushcraft and Stoneage survival expert

### Animals

- Woolly mammoth
- Smilodon – Sabre-toothed tiger
- Dire-Wolf
- Giant Kangaroo
- Woolly Rhino
- Cave Lion

### Geography: Places & Types of Settlement

**Avebury Stone Circle** – Wiltshire, UK – the largest megalithic stone circle in the world

**Stone Henge** – Wiltshire, England - the best-known prehistoric monument in Europe

**Vézère Valley Lascaux** – France  
Famous paintings found here are about 18,000 years old

**Scara Brae** – a stone-built Neolithic settlement, located in the Orkney region in Scotland.

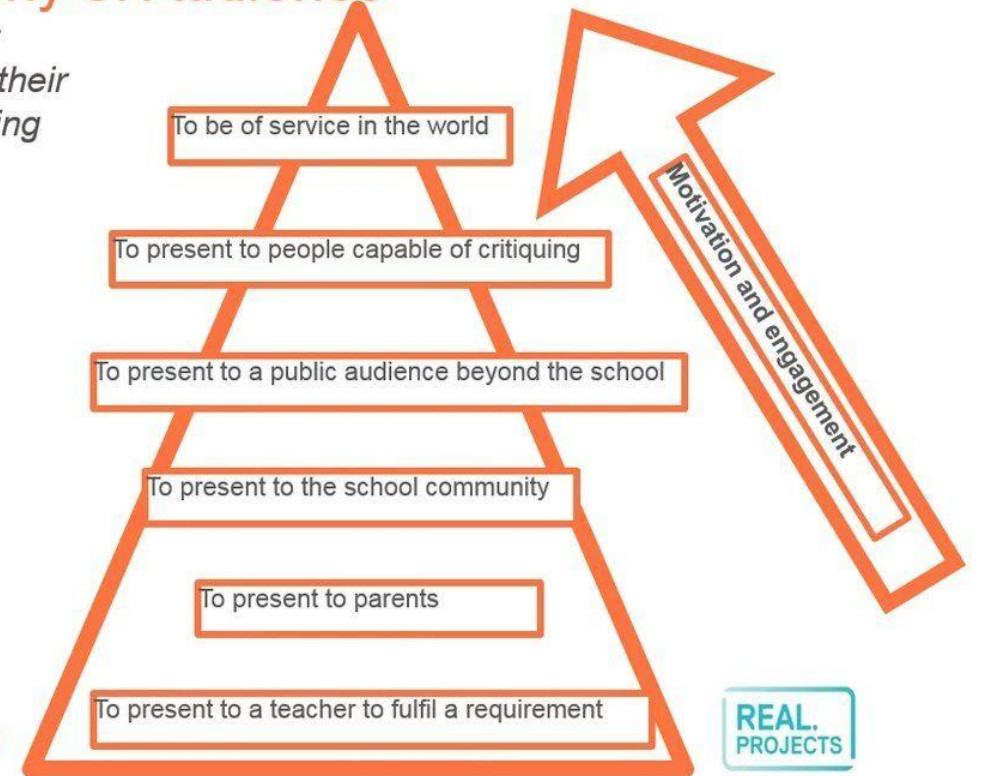
**Maiden Castle** – Iron Age hillfort in Dorset, England. It was built around 100 BC and once protected hundreds of residents.

# 4. PARTS – Quality Outcomes



## Hierarchy of Audience

Ron Berger  
*Leaders of their  
Own Learning*





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# Did you know?



Department  
for Education

## 3.2

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications.



Department  
for Education

Did you know?

### **3.4**

Schools are free to choose how they organise their school day, as long as the content of the national curriculum programmes of study is taught to all pupils.



You are the system  
and what you do  
next is up to you.



# Reading / Podcasts

- Podcast: Tim Logan – Future Learning Design
- Podcast: James Mannion – Rethinking Education
- Podcast: Sophie Smith-Tong – Mindfulness for Learning
- Thoughtbox Education – [www.thoughtboxeducation.com](http://www.thoughtboxeducation.com)
- Book: 7 Habits of Successful People – Stephen R. Covey
- **Book: Everyday Habits for Transforming systems – Adam Kahane**
- Book: Citizens – John Alexander
- Book: Belonging – Owen Eastwood
- Book: Braving the Wilderness – Brene Brown
- Book: Natural Born Learners – Alex Beard
- Book: Exam Nation – Sami Wright
- Book: An Everyone Culture – Robert Kegan/Lisa Lahey

# Research which underpins our approach

There is a wealth of research which underpins our approach to school leadership and culture. The below are starting points:

- Peter Senge's work on schools as learning organisations
- Daniel Willingham – stories and memory
- Deci and Ryan – self-determination theory
- Daniel Pink - motivation
- Brene Brown – shame



# Contact Details

- Website - [www.st-ebbes.oxon.sch.uk](http://www.st-ebbes.oxon.sch.uk) (videos)
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- LinkedIn – [Tina Farr](#)
- Online Training Event – [Towards a Culture of Joy and Belonging](#) – 11th September
- Consultancy website – [www.joyoverfear.co.uk](http://www.joyoverfear.co.uk)