



Curriculum statement

Intent

Mission statement

Jesus holds my hand and guides me on my way, so that I may be the person that God has chosen me to be.

Trust

Respect

Growth

Our curriculum is designed to encourage and nurture curiosity, and a desire for learning in all pupils, regardless of their backgrounds, strengths and needs. It provides an opportunity for all our children to grow in understanding, knowledge and skills so that they can lead a fulfilling and prosperous life in modern Britain and beyond.

Our curriculum is broad and balanced and is firmly rooted in the National Curriculum. We provide a solid foundation for future learning and ensure that the key skills in English and Mathematics are taught well through creative and enjoyable lessons.

We aim to ensure that all pupils have access to the curriculum and are not disadvantaged by any disabilities or special educational needs. Full details are contained in the SEND Information Report, Policy and Guidance.

Our curriculum is both coherent and cumulative, with an emphasis on the critical importance of knowledge acquisition.

Our curriculum aims to:

- Inspire and develop well-rounded, intelligent and socially-aware pupils
- Enable pupils to become good citizens, with a sense of responsibility for their actions
- Encourage a sense of social justice within our local, national and international community
- Develop an understanding what it means to be human and how human behaviour has shaped the world.
- Promote the development of young leaders
- Allow pupils to develop their individual personalities and ambitions
- Empower pupils with the necessary skills and abilities to play a full and inclusive role within society
- Provide a solid foundation for future learning at every stage.

We are deeply committed to providing a rich, sequential curriculum that will provide our pupils with an outstanding foundation which will prepare them for their next stage in education. Alongside the National Curriculum, our mastery curriculum is used as a springboard for additional knowledge-rich learning in Science, History, Geography, Computing, Art and Design and Technology. Our coherent and cumulative approach to building pupils' knowledge across the curriculum as a whole, equips our children to make sense of the world around them, enabling them to become resilient independent learners, problem-solvers and critical thinkers.

Substantive knowledge is sequenced so that pupils build their knowledge of important concepts throughout their time at school. Knowledge is then sequenced to make the deep structure of subject specific disciplines explicit. This allows teachers and pupils to see how knowledge is connected. Disciplinary knowledge is then sequenced to take account of its hierarchical structure and the best substantive contexts in which to teach it. Progression also takes into account of what is taught in other subjects. For example, the science curriculum will be supported and strengthened by what is taught in mathematics.

We use Read Write Inc. to teach phonics. This whole school literacy programme is designed to create fluent readers, confident speakers and willing writers. Alongside the teaching of phonics, we introduce our children to high quality texts to ensure vocabulary, creativity and storytelling become an

integral part of children's world. This approach links with the latest DFE research paper that states: "Book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself. This primes them to understand what they read later, in their leisure reading and across the curriculum."

As stated by Ofsted in its mathematical research review paper, mathematics is a universal language that enables understanding of the world and helps children aspire to work in fields such as engineering, physics, architecture, medicine and business. It nurtures the development of a logical and methodical mindset, as well helping to inculcate focus and the ability to solve all manner of problems. At Holy Spirit, we use White Rose alongside the Ready to Progress criteria to ensure that our children have a well sequenced maths curriculum which helps all pupils to 'gain enjoyment through a growing self-confidence in their mathematical ability'.

Character, Personal, Social and Emotional Development

Our curriculum for Character and Social and Emotional Development includes a programme of PSHE, Physical Education, sports, cultural, creative and other extra-curricular activities. This helps pupils develop key personal skills and aptitudes including leadership, oral communication, self-confidence, personal effectiveness, entrepreneurship, self-actualisation, problem-solving and enhanced emotional intelligence.

Big ideas

Humankind

Understanding what it means to be human and how human behaviour has shaped the world.

Processes

Understanding the many dynamic and physical processes that shape the world.

Creativity

Understanding the creative process and how everyday and exceptional creativity can shape the world.

Investigation

Understanding the importance of investigation and how this has led to significant change in the world.

Materials

Understanding the properties of all matter, living and non-living.

Nature

Understanding the complexities of the plant and animal species that inhabit the world.

Place and space

Understanding the visual, cultural, social, and environmental aspects of places around the world.

Comparison

Understanding how and why things are the same or different.

Significance

Understanding why significant people, places, events and inventions matter and how they have shaped the world.

Change

Understanding why and how things have changed over time.

Our knowledge rich curriculum will give children the opportunity to:

- explore the breadth and depth of the national curriculum
- learn within a coherent and progressive framework
- experience the challenge and enjoyment of learning
- develop new skills through a variety of interesting contexts
- see clear links between different aspects of their learning
- develop a rich and deep subject knowledge
- develop and demonstrate their creativity
- understand the purpose and value of their learning and see its relevance to their past, present and future

Our Personal, Social, Emotional, Health and Cultural curriculum will give children the opportunity to:

- Spiritual - Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences

- Social - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict
- Moral - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views
- Individual liberty - Be free to express views or ideas
- Rule of law - Learn that all people and institutions are subject to and accountable for their actions and behaviour
- Democracy - Be part of a system where everyone plays an equal part
- Tolerance and respect - To respect and tolerate the opinions or behaviour of others
- Cultural - Appreciate cultural influences; appreciate the role of Britain's Parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity

Our well-being curriculum will give children the opportunity to:

- recognise that people are good at different things
- reflect and think mindfully about their learning
- learn in a peaceful and supportive environment
- follow their own interests and be themselves
- learn how to respect themselves and others
- develop self-esteem and confidence in their abilities

Our curriculum will give children the voice and opportunity to:

- express their opinions on a range of different topics and issues
- contribute to planning their own learning
- take part in democratic activities across the curriculum
- make choices about things that are important to them
- take part in age-appropriate discussions
- say what they like and dislike about their learning
- make a positive contribution to the school and local community
- explore ways of becoming an active citizen

Our curriculum will be taught through a pedagogy that:

- enables and fosters children's natural curiosity
- enables children to reflect on and evaluate their learning
- promotes innovation and entrepreneurialism
- offers all children a memorable experience at the start of every topic
- promotes problem solving, creativity and communication
- excites, promotes and sustains children's interest

We will enrich our curriculum by:

- using quality resources in and out of the classroom
- welcoming parents and carers to take part in children's learning and experiences
- offering opportunities for children to learn outdoors
- holding specialist curriculum days or weeks
- developing partnerships with external providers that extend children's opportunities for learning
- providing on and off-site subject or topic related activities