

Holy Spirit Catholic Primary School



Curriculum Policy

This policy was approved by	Governors
Name	
Position	Governors
Date	Sept 2021
Review Date	Sept 2022

Mission Statement

Our school is a place where we respect the views and value the opinions of everyone.

We encourage the development of behaviour and attitudes which reflect the life of Christ and the teachings of the gospel and so nurture the appreciation of every individual regardless of race, gender, colour or creed.

We endeavour to involve teachers, parents, governors and the wider community in the spiritual, intellectual, emotional and social development of our children.

We strive to help our young people become more independent, making their own decisions and taking responsibility for themselves and others.

"Jesus holds my hand and guides me on my way"

Curriculum Policy

Contents

Children will have the best start possible access to an ambitious, relevant and well- sequenced curriculum, valuing them as individuals in the eyes of Jesus. The learning will be relevant to Holy Spirit children and will include the locality and people who may have helped shape events locally, nationally and globally. The foundation subjects will be planned with the intention to apply knowledge and skills from core subjects.

1. Curriculum 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

Our new, ambitious curriculum intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- independent learning skills and resilience, to equip them for further/higher education and employment
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing bodies set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements (including the age appropriate time dedicated to curriculum R.E as we are a Catholic school.)
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through visits to school, data analysis and talking to children.

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

Subject leaders monitor the way their subject is taught throughout the school through timetabling and planning scrutinies, learning walks, book scrutinies and talking to children.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the headteacher and head of school and curriculum governor. At every review, the policy will be shared with the full governing body.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- SEN policy and information report
- Equality information and objectives