

St Bernadette Catholic Primary School



Curriculum Policy	
Version	1.4
Based on Model Policy:	
Name/Title of responsible committee/individual:	Headteacher
Date issued:	May 2023
Review frequency:	Yearly
Target audience:	Staff, parents and governors

Our Mission Statement, ***“learning to grow in knowledge, faith and love through friendship with Jesus and Mary”***, underpins all that we do at St Bernadette Catholic Primary School.

The Governing Body shall conduct the School with a view to promoting high standards of educational achievement.

St Bernadette Catholic Primary School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

The School will promote the Gospel values together with the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Staff and governors will actively challenge pupils, colleagues or parents expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

Version	Date	Notes
V1.0	September 2016	
V 1.1	September 2019	
V1.2	May 2022	
V1.3	May 2023	

Statement of intent

“The purpose of education is to help young people grow and develop spiritually, morally, socially, culturally and intellectually. The unifying principle of all our learning is the Christian understanding of the meaning and purpose of our lives. We will offer all our students a curriculum that helps them understand themselves, relate to other people, and make sense of the constantly changing world in which they live.”

“Education ... is about forming the human person, equipping him or her to live life to the full.” (Pope Benedict XVI’s address to Teachers and Headteachers Sept. 2010)

Purpose

We believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations. We will challenge and support our pupils to do their very best by providing an extensive range of learning experiences beyond the statutory requirement.

The Curriculum is best defined as the totality of the learning experiences offered by a school, in and out of the classroom. The Governors support the aims of the curriculum as outlined in the 1988 Education Act; namely, that schools should provide a balanced and broadly based curriculum which:

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- (b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.

St. Bernadette is a Catholic school. It is essential that the school should offer to its pupils a clear vision of what it means to be a Christian in the Catholic tradition, and to encourage its pupils, in partnership with their parents, to make Christianity the basis of their beliefs and values. It is emphasised that the spiritual and moral development of its pupils, though central to Religious Education, assemblies, prayer and liturgy, is not confined to these activities. It must penetrate the curriculum and the corporate life of the school.

St. Bernadette is a school for pupils of varying abilities and aspirations. It is essential to curriculum planning and delivery that the school should meet the needs of all its pupils in the way most appropriate to them. In Key Stage 1 and Key Stage 2, this means providing access to the National Curriculum and developing the knowledge, skills and capabilities needed for further progressing. In Foundation Stage it means offering a curriculum which complies with the Early Years Framework.

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'

Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

Curriculum intent

At St Bernadette, senior leaders, staff and Governors place great importance on a curriculum that develops the whole child. The Gospel values underpin our aim to provide an outstanding education for all. The uniqueness of every individual is nurtured and relationships, based on respect, are at the core of our school. We strive to create an environment where children develop their relationship with God and have a sense of belonging to a Christian community with Christ at the centre.

Our broad, rich curriculum fully encompasses the national curriculum requirements and learning builds towards clear end points. Skills and knowledge are taught in a logical progression allowing pupils to make connections with new and existing knowledge ensuring a deep understanding at their own pace and in the best possible way for each individual child. There is fidelity to the National Curriculum (2014), but our curriculum includes topics to teach the skills in a way that will be both relevant and interesting to the children at St. Bernadette School. Religious education permeates through all subject areas and links are made creating curriculum cohesion and enabling pupils to link their learning appropriately.

We strive for our pupils to become independent, resilient learners and our ambitious curriculum provides planned activities that encourage pupils to reflect on how they think and strategies they can use to apply their knowledge.

Through our ambitious curriculum we aim to foster in our pupils a love of reading and the arts and to equip our pupils with the knowledge and cultural capital they need to be successful. It is our intention that pupils leave St Bernadette School able to make decisions, self evaluate, make connections and become lifelong learners ready to embrace the challenges of the 21st century motivated by their Christian values and duty to care for God's world. We believe that our children should not only reach their best academically, but also develop a thirst for knowledge, foster a love of learning and leave our school with exceptional independent learning skills.

School ethos and aims

The passage in I Corinthians teaches us that there should be no division in the body and that we should all have concern for each other. "If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it". We all work together, secure in the knowledge of God's love, to make sure we experience life in all its fullness. This is at the centre of all that we do at St. Bernadette Catholic Primary School as we believe that developing core strong relationships will enable our children to thrive. As a community, we have identified 5 key relationships which we hope to develop and enhance in our children as they journey through school with us:

1. Relationships with themselves
2. Relationships with family
3. Relationships with friends
4. Relationships with teachers
5. Relationship with God

We believe that when these 5 core relationships are strong, our children will flourish. In order to try and develop these relationships, we have identified 5 key values for all stakeholders to work towards:

1. Be Kind
2. Be Independent
3. Be Respectful
4. Be Resilient
5. Be Motivated

The overall aims of the curriculum are to:

- To develop and sustain a sense of God's presence in our lives.
- To promote a zest for learning, a passion for life's opportunities and acquire a solid basis for lifelong learning.
- To develop self-confidence and independence, with a sense of worth and self-esteem.
- Enable pupils to understand the skills and attributes needed to be a successful learner. (5 B's)
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- To recognise and value all people with their diversity of gifts, cultures and faiths.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, their responsibility through catholic social teaching and enable them to be positive citizens in society who can make a difference.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

Organisation and planning

In general, lessons will be separated into five core stages:

Revise- FFB	Four From Before- Children complete this at the beginning of a lesson. FFB is four questions based on knowledge each child should have; from their current topic, previous topics in the academic year and the School years prior.
Teach	The teacher introduces new learning making links on a foundation of prior knowledge and vocabulary to support and teach all pupils.
Investigate/ Research	Children used new learned skills along with existing ones to explore and justify what they have learnt.
Demonstrate/ Apply	Children rationalise their new knowledge and learning by applying it either in their investigative or research based work or written activity.
Extend	Children are given the opportunity to extend and transfer their learning in the form of a green challenge.

Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

The different learning techniques include:

- **Investigation and problem solving**
- **Research and finding out**
- **Watching and responding to visual and audi prompts**
- **Individual, paired and group work**
- **Use of the computer and other technological equipment**
- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using 'why' and 'how' questions.
- **Fieldwork and visits to places of educational interest**
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
- **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils coordinate series' of events.
- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupil (green challenges). Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible. Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Throughout the curriculum we celebrate pupils' achievements recognising their interests, strengths and God given talents. Awards, marking and feedback, celebration assemblies and newsletters acknowledge and inspire children to do their best and develop a sense of pride in personal achievement and that of others.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with their classteacher, Senco or TA and access to specialist resources and equipment where required.

Planning will be used to identify any possible difficulties within the curriculum/misconceptions and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

Subjects covered

The school will have due regard to the national curriculum at all times throughout the academic year. The school will have due regard for the 'Statutory framework for the early years foundation stage'.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- RE
- Relationships and health education

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- ICT - Computing
- Design and technology
- Languages (at KS2)
- Geography
- History
- Music
- PE

Details of what is included in the curriculum for each subject can be found in a specific curriculum webpage for that subject. All of these policies are accessible via the school website: https://www.stbernadette.herts.sch.uk/web/teaching__learning/558909

Reporting and assessment

Homework will be an opportunity to pre-teach key concepts and assess pupils' prior knowledge and understanding of concepts to be covered within lessons.

Homework will be set on a weekly basis in accordance with the school's Homework Policy.

Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting. Results of informal assessments will be recorded and reported back to the headteacher and pupils.

Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.

Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

Equal opportunities

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

Supporting pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

Extra-curricular activities

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur outside school hours and can include overnight stays from Year 4 onwards. All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

Monitoring and review

This policy is reviewed annually by the headteacher and the governing board.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.