

## St Paul's Catholic Primary School Curriculum Statement of Intent

At St Paul's Catholic Primary School, we understand the importance of a well-rounded, fulfilling curriculum to prepare our pupils for the next stage of education, and for their future as citizens of the UK. This document describes how we deliver our curriculum at each phase and each subject, including personal, social, health and economic education.

### **Mission Statement**



### **Vision statement**

- To ensure that everything we do is underpinned by our mission statement – 'Living our Faith by Word and Deed.
- To provide a worshipping community that holds and celebrates Christ as the centre of its faith and life.
- To recognise that every child matters and to put into place the practice in all aspects of our work that ensures that all children are given equality of opportunity and treated fairly.
- To promote and achieve high standards for all by providing teaching and learning of the highest quality so that each child reaches their full potential.
- To treat children as individuals and to differentiate teaching and learning to take account of their individual needs.
- To provide opportunities for children to develop their physical, mental, social, spiritual, moral and cultural needs.
- To help and encourage children to progress academically and socially through a broad and balanced education in a safe, secure and stimulating environment.
- To make learning fun using links between subjects whenever possible.
- To enliven and enrich the curriculum by visits, visitors, and extensive use of the environment.
- To promote the highest standards of behaviour where children are encouraged to be responsible for their own actions.
- To equip children with attitudes, skills and knowledge to learn independently.
- To continually strengthen relations between children, staff, parents, governors, the parish and the whole school community to foster the aims of the school.
- To provide a welcoming, friendly and happy place where learners feel safe and secure.
- To make St Paul's a place of enjoyment where success is celebrated.

## **The Arts (incorporating Art & Design and Music)**

At St Paul's we value The Arts as an opportunity for all pupils to develop their curiosity and learn new ways to express themselves in a creative way. Our close working links with an artist in residence, Tameside Cultural Services and Tameside Music Service allow us to provide children with cultural enrichment opportunities. The children in our school are confident artists and performers who revel in the plentiful opportunities to share their learning with their families and wider school community.

We plan and teach The Arts in a topic-based approach use National Curriculum objectives. The children self-assess using *I can* statements which enable them to take ownership of their learning as well as appreciate their journey as artists. Summative assessment is completed at the end of each academic year by class teachers.

## **Computing**

St Paul's Catholic Primary school strives to provide a high-quality and balanced computing curriculum that enhances children's computational thinking, creativity and problem-solving skills within a developing technological world.

Our whole school computing curriculum overview ensures that our children receive a well-rounded and balanced curriculum promoting deeper thinking and independence using a range of computing software. At the heart of our computing curriculum is computer science, promoting and teaching the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Through the use of our varied software and programmes using both computers and iPads, children apply their learnt skills to become 'computer doers', rather than a 'computer user'.

Our computing curriculum aims to enable children to become autonomous, independent users of computing technologies gaining confidence and enjoyment from their activities. Pupils will progress their understanding and computational thinking throughout school, beginning in EYFS through logical thinking and discussions, the use of bee-bots to create simple algorithms and the use of computers during continuous provision. This is then enhanced in later years in KS1 through the whole school approach of using Purple Mash, developing their basic understanding of coding and programming, spreadsheets and the use of technology to create, store and organise information. Progression in these areas is continued into KS2 using Purple Mash, developing the children's prior knowledge, with the addition of various other programming software including Scratch and Logo. Flowol 4 is also used to teach children how to control and simulate physical systems. This variety and continuity ensures that the needs of all children can be met and challenged.

Cross curricular computing is delivered using both computers in the classroom and iPads. Links are made to mathematics, science, design and technology, history and geography throughout school, through the use of apps, search engines and video creation software, ensuring that children become 'computer doers'. Purple Mash also ensures that Computing units taught throughout different year groups develop children's mathematical and problem-solving skills. At the core of all computing learning, the importance of internet safety is reinforced through the teaching of discrete units using Purple Mash in all year groups and a dedicated e-safety week during February of each year ensuring that the children of St Paul's understand how to use technology safely, respectfully and responsibly.

## **Design Technology**

At St Paul's, our aim in any subject is to deliver a broad and balanced curriculum, which equips children with the necessary skills to thrive in today's society. The value of a high-quality Design and Technology curriculum cannot be underestimated, and here at St Paul's we understand the opportunities it creates to teach a broad range of knowledge, skills and understanding of the world. Children are surrounded by intricate designs and are living in a rapidly growing technological society. Therefore, we encourage our children to unleash their creativity to design and make products within a variety of contexts, which solve real and relevant problems. From EYFS to KS2, children progress and finesse their practical skills, tackling a range of projects and solving problems using their own and others' experiences, ideas and evaluations. Not only do we develop their practical skills, but through thorough evaluation of their own and existing products, our children can become

analytical thinkers, problem solvers and risk-takers. Wherever possible, our Design and Technology lessons are linked to other curriculum areas, allowing children to select appropriate skills from their repertoire and make progress across the curriculum. Overall, we aspire to deliver lessons which will inspire children to become the great creators, innovators and evaluators that our ever-changing, rapidly growing world needs.

### **English - Reading**

At St Paul's, we value reading as a key life skill which underpins every element of the curriculum. Therefore, we are dedicated in ensuring that by the time children leave St Paul's, they are fluent, confident readers and speakers, which enables them to communicate effectively and coherently and be a fully participating member of society.

We understand that children need to be able to be rapid, fluent decoders in order to successfully comprehend texts. This is why from Early Years to Year Two, daily phonics sessions take place to embed the idea that the letters on the page represent the sounds in spoken words, and embed these letters and sounds until the children are fluent and do not hesitate when reading. To ensure complete coverage of these sounds, we follow the First-Class Phonics programme, which is delivered through high quality daily teaching of phonics in 20-minute sessions.

From Early Years through to Year Six, children have access to a range of high-quality texts. We are lucky enough to have a flourishing library, with a variety of genres to inspire children to read and share stories at home with their families. This range of texts also helps to develop pupils culturally, emotionally, intellectually, socially and spiritually. These texts may be beyond a level at which they can read independently, but we encourage children to choose texts they can share at home, thus promoting reading for pleasure. Alongside this, children also take home a personal reading book which matches their phonics level. Once children have completed Lime Band, which is aimed at Greater Depth Year Two children/Year 3 children, they move onto Book Bands we have created as a school: Emerald, Ruby, Sapphire and Diamond. These books are aimed at KS2 children and are designed to progress in content as opposed to word-level, although they do increase in difficulty. KS2 children are encouraged to choose their own book, based on their own interests and own confidence in reading. This will inspire children to read independently and regularly. All children record these texts in their personal reading records, supporting home-school communication.

From Years Two to Year Six, children partake in daily guided reading sessions, typically lasting 45 minutes. Teachers follow a structured weekly plan to enable a broad range of decoding and comprehension skills are taught, developed and revisited throughout the week. The children are familiar with the skills stated in the content domains through the use of our Reading Gems, across KS1 and KS2. These skills are taught explicitly through a range of different texts, allowing children to explore a range of genres, authors and text styles.

Throughout the year, we aim to enrich children's reading journeys through participating in a wide range of reading based events. World Book Day promotes discussion of children's personal favourite texts and allows children to recommend texts to each other. This also allows children to see staff sharing their love of books. Each class also has a 'Book Buzz Box.' Each class has ten new books for their box. Teachers recommend books from the box to certain pupils in the hope it will inspire other children to want to read the same book. Books will be returned, and other pupils will want to read them, creating a 'buzz' around the books. Other events take place, such as author visits, sponsored reads and mystery texts. It is our aim to keep these events fresh and exciting for our pupils.

Through the dedication of staff, range of resources and enthusiasm of pupils, it is our goal that children leave St Paul's as competent readers, who can recommend texts to each other, have a passion for reading a range of genres and can draw upon their reading skills to become flourishing members of society.

### **English - Writing**

The development of motor skills is inclusive of most activities with the Early Years Provision. Regular *Wiggle and Squiggle*, *Dough Disco* and *Funky Fingers* takes place to build physical development. The Talk for Writing

approach is used throughout in EYFS, Key Stage 1 and 2 to engage children in writing units. We believe that Talk for Writing allows children to explore the processes involved in being a writer and extends oral rehearsal so that it becomes a draft for their written pieces. The approach supports the children to move from talk into high-quality writing.

Spelling and grammar are fundamental to the three stages of the Talk for Writing unit (Immersion, Innovation, and Independent Application) taught at St Paul's. High-quality grammar, punctuation and relevant spelling patterns are modelled in Immersion, experimented with in Innovation, and then applied independently in the final application. Accuracy is underpinned through the marking policy with a strong focus on independent editing. Opportunities for all taught text types to be revisited and applied in a different subject are planned for within English long-term planning. Where possible, text within English units are of a cross curricular theme.

## **Geography**

In Geography, we strive to develop children's curiosity of the world and people. Through a broad, balanced curriculum, we aim to develop geographical concepts, knowledge and skills whilst ensuring teaching is progressive and enables the children to develop a love for this subject. Through the teaching of Geography, we teach locational and place knowledge, develop children's understanding of human and physical geography and geographical skills and fieldwork.

As well as weekly topic lessons, we encourage educational visits, where children will have the opportunity to develop their skills and knowledge beyond the classroom. Where possible, local links are encouraged to develop children's understanding of the local surroundings.

## **History**

At St Paul's, History allows pupils to explore the past and develop their own historical interest. They will be chronologically taught a range of periods in history, gaining an understanding of a variety of historical concepts and processes. Pupils will also have the opportunity to understand the complexity of people's lives and identify themes and patterns through history; as well as, linking these to the challenges of their time. We focus our teaching on chronological understanding, key vocabulary, and encourage children to question sources to develop personal enquiry skills.

As well as weekly topic lessons, local links, where appropriate, aim to develop the children's sense of perspective. Through trips and visits, children will be given the opportunity to develop their skills and knowledge beyond the classroom which will deepen their historical understanding.

## **Mathematics**

At St Paul's Catholic Primary School, children are encouraged to enjoy Mathematics and become enthusiastic mathematicians by developing skills, knowledge and understanding through practical experiences which have relevance and purpose in everyday situations. It is important that children develop skills to become lifelong learners. They should be able to apply these skills in different situations across the curriculum and in daily living outside school.

- In Early Years the children work towards achieving the Early Learning Goals through practical and fun activities. Activities are adult led and support children of all abilities.
- Throughout KS1 and KS2 we follow the White Rose Hub mastery planning. We ensure children have the opportunity to use the CPA (concrete, pictorial and abstract) approach to learning. Our aims are:
- All children to become fluent in the fundamentals of Mathematics through varied and frequent practice of increasingly complex problems over time.
- All children develop the ability to recall and apply knowledge rapidly and accurately.
- All children develop the ability to solve problems through decision making and reasoning in a range of contexts.
- All children develop mathematical language through speaking and listening, practical activities and recording work.

Maths lessons are daily in all key stages. Children are given opportunities to reinforce their mathematical knowledge through the whole curriculum, particularly science, history and geography. Teachers also try to link the children's problem solving to their current topic where appropriate. To support the learning of times tables Year 2 – 6 have access to *Times Table Rockstars*.

### **Modern foreign languages (MFL)**

French is the modern foreign language that is taught at St. Paul's to all pupils in Key Stage 2. They will be taught to express their thoughts and ideas in French and to understand and respond, both in speech and in writing. The learning of French will also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read a range of literature in French. MFL teaching will provide the foundation for the learning of further languages later in their education. It will provide an opening to other nations, cultures, and foster pupils' curiosity and deepen their understanding of the world. Pupils will build a developing ability to understand another language and to communicate in it.

### **Personal, social, health and economic education (PSHE) including RSE**

In EYFS, KS1 and KS2 children use floor books to record their learning in PSHE sessions. As a school we use the a PSHE Programme - 3D PSHE - in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility :-

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

This curriculum resource aims to develop the underpinning qualities and skills that help to promote positive behaviour and effective learning. It focuses on four social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.

The 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life. It also helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to:-

- Live healthy lifestyles/Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect/Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning/Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Develop strategies for managing changing emotions

As a school, we follow the RSE scheme *A Journey in Love*. It has been written as a progressive scheme of work that supports the Religious Education, PSHE and Science curriculum taught within the school. It focuses on friendship, family, community, relationships and spirituality. The content is age appropriate and is taught with sensitivity, taking into account the children's level of maturity in regard to the delivery of lessons.

### **Physical Education (PE)**

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore, at St. Paul's we ensure that both teachers and children are aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. A high-quality programme is designed to satisfy the needs, abilities and interests of all individual children.

At St Paul's each class will receive 2 hours of physical education per week. In addition to class teachers, coaches from outside agencies lead sessions for children throughout the school. The children have the opportunity to receive high quality PE sessions from Beth Tweddle Gymnastics, Stockport County Foundation in the Community and Tameside Sports Coaching.

We are highly motivated in encouraging the children to take part in a wide range of before-school and after-school extra-curricular activities. We also enter a wide range of sports events in order to promote competition and teamwork.

### **Religious Education (RE)**

At St. Paul's we believe that religious education is never simply one subject among many, but the foundation of the entire educational process. We believe Religious Education is, then, the core subject in a Catholic school. Religious education contributes to evangelisation and catechesis but its specific contribution to the Catholic Life of the school is primarily educational and so Religious Education will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects. We understand Religious Education to be the systematic study of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold. We follow *The Way the Truth and the Life* RE scheme throughout all key stages.

### **Science**

Our aim for science at St Paul's is for our children to continue that enquiry and see themselves as scientists; from The Early Years Foundation Stage, through Key Stage 1 to the end of Key Stage 2 and beyond.

Aims of Primary Science at St Pauls

- Encourage the development of positive attitudes to science so that through teaching and learning, pupils see themselves as getting better at science and becoming accomplished scientists.
- Deliver to EYFS pupils: Understanding of the World; KS1 and KS2 pupils the Program of Study for National Curriculum for Science in ways that are creative, imaginative, purposeful, well controlled and enjoyable.
- Teaching and Learning should develop and extend the children's scientific concept of their world and encouraging them to ask 'deeper' questions about the world around them and use what they already know to support their reasoning.
- Deliver clear and accurate teacher explanations and skilful questioning. Providing guidance but at the same time allowing children the freedom to Enquire and Investigate as independently as possible.
- Make strong, purposeful links between science and other subjects. Use technology in a meaningful way to extend pupil's learning e.g. (Data Loggers, video, photography, microscopes, iPads and telescopes).
- Develop the use of scientific language, reporting & recording and techniques.

- Enable children to become effective communicators of scientific ideas, facts and data whilst becoming experts at analysing the data they collect.
- Develop the following skills of investigation – observation, measuring, predicting, hypothesising, experimenting, communicating and interpreting.

### **SEND Rationale**

Here at St Paul's we aim to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.

### **Intent**

- To teach a broad and balanced curriculum for all children
- To ensure that all pupils with SEND join in all the activities of the school so far as this is reasonably practical
- To ensure that a differentiated curriculum is offered to all pupils and that assessments are used to inform the next stage of learning

Where appropriate this may involve:

- The provision of appropriate aids to support learning
- Adaptation of the material presented to a group within the class (increased differentiation)
- The provision of an Individual Learning Plan (ILP) which breaks learning down into steps manageable by the particular child
- Periodic withdrawal either individually or as part of a group to maximise learning
- Any reasonable adjustments to the curriculum

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

### **Implementation**

- To work in partnership with parents to keep them fully informed of their child's progress and attainment.
- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions promotes full inclusion in all school activities, including extra curriculum activities.
- Through reasonable adjustments to enable all children to have full access to a broad and balanced curriculum, including extra curriculum activities.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.

### **Impact**

Here at St. Paul's we offer excellence and choice to all our children, whatever their ability or needs, we have high expectations of all our children. All children are a valued part of our school community, treated fairly and supported to achieve their full potential.