



St. Joseph's  
Catholic Primary School

# Curriculum Policy

socially mistakes morally potential  
confidently spiritually  
Grow Learn academically  
Love St Jesus world  
ourselves faith  
others Joseph's

Date Approved	2024
Date of Next Review:	2027

## Mission Statement:

### At ST JOSEPH'S WE LOVE, LEARN AND GROW TOGETHER

LOVE	LEARN	GROW
Love of our faith	Learn about our faith and Jesus	Spiritually
Love of Learning	Achieve our potential	Academically
Love life/the world	Learn from our mistakes	Morally
Love ourselves	Learn who we are / who I am	Confidently
Love others	Learn from others	Socially

### Overview Statement

St. Joseph's School is committed to ensuring that the curriculum is broad and balanced, in order that the needs of all children are provided for. We aim to make provision for academic achievement and the spiritual, social, moral, cultural, physical and creative development of our children.

In the daily living out of our Catholic faith, we aim to ensure that religious education and spiritual development permeate every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. Rooted in a belief in our saviour Jesus Christ, based on the truth of the Bible, and lived out in the daily life of the school, the children are supported, through the curriculum, to grow in faith and deepen their relationships with God, each other, the wider community and the world.

We value our freedom to make decisions relating to the curriculum, utilising the National Curriculum, relevant up to date research, published schemes, the professionalism of our staff and education best practice – which all inform our decisions.

We believe that our curriculum should prepare children for a lifetime of learning. They must develop a love of learning and a thirst for knowledge.

This policy is intended to be used in conjunction with the Curriculum Intent, Implement and Impact Document (appendix 1) and the overview documents for each year group and each subject area, that give details of what pupils will cover. It should also be read in conjunction with the following policies:

- Teaching and Learning
- SEN
- Homework
- Assessment

### Statutory Requirements

The curriculum delivered to pupils at St. Joseph's Primary School provides pupils with access to the full National Curriculum, and fulfils statutory obligations, as detailed below. The statutory Primary National Curriculum states that:

Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The National Curriculum forms one part of the school curriculum. (The National Curriculum in England – Key stages 1 and 2 framework documents, September 2014).

In addition, The Early Years Foundation Stage (EYFS) sets the standards that all Early Years Providers must meet to ensure that children learn and develop well and are kept healthy and safe. (Statutory Framework for the Early Years Foundation Stage, March 2017/ updated January 2024)

Primary schools must also:

- make provision for a daily act of collective worship (National Curriculum, 2014)
- teach Religious Education (RE) to pupils (National Curriculum, 2014)
- make provision for personal, social, health and economic education (PSHE), drawing on good practice (National Curriculum, 2014)

Furthermore, the statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education states that:

- Relationships Education (is) compulsory for all pupils receiving primary education and...Health Education (is) compulsory in all schools (Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2019).

## **Principles**

We strive for consistency across the school and within year groups, with agreed approaches, using a range of teaching and learning strategies and styles which develop our core values of Love, Learn, Grow and develop our learning characteristics of Independence, Curiosity, Motivation, Reflection, Independence, Teamwork and Bouncing-back. We believe in personalised learning that facilitates progression, inclusion and high standards, together with the development of wider personal skills to allow success as young people and adults.

Our curriculum includes various extra-curricular activities that are organised in order to enrich the children's experience as well as the 'hidden curriculum' – what children learn from the ways they are treated and expected to behave. Our curriculum is all the planned activities that we organise in order to promote learning and that enable personal growth and development. We want children to grow into positive, responsible people who can work and cooperate with others, while at the same time developing their knowledge and skills in order to achieve their full potential. Accordingly, St. Joseph's provides an educational environment which is caring, friendly, well structured, positive and academically challenging to each individual pupil.

## **Organisation and Planning**

Children are organised into mixed ability classes of approximately 30 children in each class. All children benefit from the appropriate level of differentiation, scaffolding and extension within this environment. Provision is made for a range of activities and opportunities to enrich the lives of young people, families and the wider community.

Our curriculum planning has a three phased approach.

- Long term plans for each key stage. These indicate the topics to be taught in each term and each subject. We review these long-term plans on an annual basis at the end of the Pentecost term.
- Medium term plans give clear guidance on the objectives, content, teaching strategies and progression in each subject.
- Short term plans are those that our teachers produce on a weekly or daily basis. These set out the objectives for each session and identify the resources and activities to be used in the lesson.

In the Early Years Foundation Stage, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and Development Matters. We ensure that there is planned progression in all curriculum areas, based on the children's interests and the continual evolution of medium-term plans.

Teachers have joint, dedicated time to plan in their year group's weekly and subject leaders have curriculum release time to support, moderate and monitor across the school. A regular feature of our weekly staff meeting is curriculum focus time, where we share good practice, look at books or scrutinise planning.

Pupils at St. Joseph's are taught English, Maths, Science, RE, Art, Design and Technology, PSHE and Citizenship, Computing, Languages (KS2 – Spanish), Humanities (Geography and History), Music and PE. We enrich our curriculum with access to Sports Coaches from The Elms, who deliver PE sessions to children in Years 3-6, peripatetic music lessons both individually and in groups and outdoor learning through our Forest School Programme.

## **Enhanced Learning Opportunities**

The school provides an enhanced curriculum to increase children's enjoyment and achievement. Themed days, visiting theatre groups, visits to places of interest tie in with the curriculum and Book Week, Sports Festivals, Wellbeing Week, Healthy Living Week, National and International events such as World Peace Day and Black History Month are celebrated. All these events provide our children with real experiences and enhance their motivation.

At every turn, we encourage our children to look beyond themselves and our school. We believe we are an integral part of our local community and are keen to share our resources, time and skills with others by participating in local events such as the CSP Christmas Evening, CSP Feast Day, Parish Day and liaising with several local residential homes.

Our additional extra-curricular activities include: Languages, Sports, Music, Science, Dance and Art.

We have an engaging and creative learning environment to set the appropriate mood for learning. We engage our pupils to make links between areas of the curriculum where appropriate. We have a dedicated ICT room and mobile technology (ipads / laptops), an Art /DT room, a Music room and numerous spaces to provide for small group working.

Homework is provided for children in a range of formats. Weekly English and Maths homework are set from KS1 and an additional wider curriculum task is set weekly (from one of the foundation subjects) to broaden the children's learning. Children are expected to read each evening from Reception and keep a log of this in the Reading Record and complete number activities using various maths platforms and paper-based activities. Homework time and activities are age and stage dependent.

Once a year, we have a dedicated assembly from each class relating to the RE curriculum and a year group afternoon presentation relating to an area of the wider curriculum.

### **The Curriculum and Inclusion**

We are involved in multi-agency work to facilitate the delivery of additional needs through the work of our SENCO. St. Joseph's is an inclusive school. We accept children of all abilities and those with EHCPs. We believe all children deserve the right to a broad and balanced curriculum.

The curriculum is designed to be accessed by all children who attend the school. Additional provision is made for our higher attaining learners through ensuring there is challenge for all abilities in each lesson. If a child displays signs of having special educational needs, then his/her class teacher assesses this need, adapts the curriculum through scaffolding or additional provision and consults the SENCO. If a child's need is severe, we involve appropriate external agencies in making assessments. We always provide additional resources and support for children with special educational needs where possible. If we think it necessary to modify some children's access to the curriculum in order to meet their needs, then this is only done after consultation with parents.

### **The Early Years Foundation Stage**

Children learn basic skills through play-based activities which are carefully planned to include the prime and specific areas of learning.

*Prime Areas:* Personal, Social and Emotional Development, Communication and Physical Development.

*Specific Areas:* Literacy, Maths, Understanding of the World, Expressive Art and Design.

In the Early Years, teachers build on children's previous experiences and ensure that everyone feels included, secure and valued.

The aim of the EYFS curriculum is to ensure equal access to the EYFS learning objectives, whilst also taking into account previous learning experiences and individual rates of development.

The curriculum that we teach in our Pre-School and Reception meets the requirements set out in the Early Years Foundation Stage Framework. Our curriculum planning focuses on Development Matters as set out in these documents, and on developing children's skills and experiences. Our school fully supports the principle that young children learn through play and by engaging in well-planned and structured activities.

We are aware that all children need the support of both their parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping parents informed about how the children are being taught and how well each child is progressing.

### Key Stage 1 / Key Stage 2

Below is some guidance on the amount of curriculum time per subject per week. This is subject to change, as our timetables are not static and children may be taught subjects at different times through cross curricular linking or by blocking subject areas (example having themed or subject specific days/afternoons).

Key Stage 1	Key Stage 2
Maths – daily	Maths – daily
English – daily	English – daily
Whole Class Reading – 2/3 x weekly	Whole Class Reading – 4 times a week (30 mins sessions)
Phonics – 5 times a week (50 mins sessions)	RE – 2 hour per week
RE – 1 hour 40 mins per week	Collective Class Worship – 1 session a week
Collective Class Worship – 1 session a week	Science – 2 hours a week
Science – 1.5 hours a week	Computing – 1 lesson a week
Computing – 1 lesson a week	MFL (Spanish) – 1 lesson a week
PE – 1 lesson a week (additional festival days / mornings or afternoons and these can count in PE allocation)	PE – 1 lesson a week (check on festival days / mornings or afternoons and these can count in PE allocation)
PSHE – 1 lesson a week (blocked into a day per half term – short follow ups)	PSHE – 1 lesson a week (blocked into a day per half term – short follow ups)
Topic (History / Geography/ Art / Design and Technology) – 1 dedicated afternoon per week	Topic (History / Geography/ Art / Design and Technology) – 1 dedicated afternoon per week
Music – 1 lesson a week	Music lesson- 1 lesson a week

### The role of the Subject Leader is to:

Each subject leader provides the long-term planning and ensures that it is in line with the National Curriculum for coverage of their subject. They ensure that there is progression as children move through the year groups.

The Subject Leader role involves:

- Providing a strategic lead and direction for the subject
- Supporting and advising colleagues on issues related to the subject
- Monitoring pupils' progress in the subject area

- Providing efficient resource management for the subject
- Reporting to the Headteacher and Governors on the strength and areas for development of the subject and strategies for improvement.

It is the role of each subject leader to keep up to date with developments in their subject at both national and local level. They review the way the subject is taught in school and plan for improvement. This development planning links to whole school objectives. Each Subject Leader reviews the curriculum plans for subject links and sees that progression is planned for.

### **Assessment**

There is a separate assessment policy that should be read in conjunction with this policy. Assessment is carried out across the school. Children are assessed against the EYFS Development Matters in Reception and through termly assessments during Key Stage 1 and 2. Teacher assessment is carried out on an ongoing basis using Insight Tracking Programme and other relevant assessments and observations.

In the Advent / Pentecost Terms children undertake statutory assessments in key year groups:

- Children in Reception complete the Reception Baseline Assessment (Advent)
- Children in Year 6 take statutory assessments (Pentecost)
- Children in Year 1 take the phonics screening assessment (Pentecost)
- Children in Year 4 take the times tables check (Pentecost).

### **Monitoring**

The class teacher and Subject Leader are responsible for the day to day organisation of the curriculum. They monitor the weekly lesson plans, ensuring that all classes are taught the full requirements of the agreed schemes of work and that all lessons have the appropriate learning objectives (questions).

Subject Leaders monitor the way subjects are delivered throughout the school through lesson observations, planning scrutinies, book monitoring, pupil voice and learning walks. They examine long term, medium term and weekly planning and ensure the appropriate teaching strategies are used. Subject Leaders are also responsible for monitoring the way in which resources are stored, shared and managed.

The Deputy Head oversees curriculum development within the school. Governor, attend Learning Walks, meet with subject leaders and have workshops to increase their understanding of the teaching and learning and have an overview of how assessment is carried out.

### **Review**

This policy will be reviewed by the staff and governors every 3 Years.

Appendix 1 – Curriculum Overview



**ST JOSEPH'S CURRICULUM**

**INTENT - LOVE**

*To inspire a love of learning, a thirst for knowledge and understanding about God, ourselves and our world.*

**IMPLEMENTATION - LEARN**

*Ensuring a broad, balanced and engaging curriculum that is accessible to all learners.*

**IMPACT - GROW**

*Our pupils leave each key stage and the school ready to make a difference in the world.*



## ST JOSEPH'S CURRICULUM

### INTENT - LOVE

Deepen the faith of all individuals by reflecting on the life and teachings of Jesus Christ and Gospel values.

Provide opportunities to be creative, to be physically active and academically challenged.

Stretch the imagination and nurture curious minds.

Inspire a sense of awe and wonder.

Create opportunities to discover particular skills, strengths and talents.

Ensure that each individual achieves their potential and develops the skills to become an independent life-long learner.

### IMPLEMENTATION - LEARN

Our well devised curriculum ensures skills and knowledge are developed progressively. Through interlinking subjects and balanced and flexible timetables, pupils have opportunities to revisit knowledge in different contexts, making connections and moving knowledge gained to long term memory.

Knowledgeable leaders research, embed and share education pedagogy and latest initiatives to raise standards.

Through a wide variety of delivery methods and enrichment experiences we enthuse and inspire pupils, catering for all learning styles

Assessment is used effectively so that knowledge is gained, applied and consolidated.

Bespoke Learning Characteristics are threaded through all learning opportunities, to aid the acquisition of skills needed to be good learners (motivated, curious, reflective, independent, bounce-back, teamwork).

### IMPACT - GROW

Our children display excellent behaviour for learning; they are enthusiastic and engaged.

All pupils make progress from their starting points to ensure all can succeed.

Pupils' achievement is above national average in all reported subjects.

The children leave each key stage and the school (in Year 6) ready to move on successfully. They are academically, physically and spiritually developed with an established love of learning.