



Curriculum Policy

'Loving, Learning, Achieving, Believing'



Introduction:

At Sacred Heart Catholic Primary School, our curriculum is planned around the September 2014 National Curriculum for Key Stages 1 and 2 and the 2017 Statutory framework for the Early Years Foundation Stage. Our curriculum was designed and planned, following discussions with pupils and staff, to promote a love of learning, a willingness to explore and to ensure a variety of opportunities which meet the needs of the children within our school. We are committed to developing the whole child and ensure that the curriculum is appropriate for their stage of education regardless of their age and evolves according to the needs of its children and to the aspirations of the staff and community. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We want our children to grow into positive, responsible people, who work and co-operate with others, whilst developing knowledge, skills and positive attitudes to learning. We want our curriculum to prepare them for the modern working world and to achieve this the use of ICT is being embedded across the curriculum. Technology is an essential tool to allow our children to be independent, motivated and creative in how they approach their own learning.

Our Vision:

At Sacred Heart Catholic School we aim to provide a welcoming and caring environment in which every child is able to be happy, confident and supported in discovering their individual talents and strengths. We believe that all teaching in our school must reflect our Catholic faith, enabling children to develop and deepen their relationship with God. It should not only be taught but lived, this being reflected in the way that all staff treat the children and in the way the children behave towards one another.



In order to
vision we will:

achieve our

Love and care for our children in a happy, safe environment, valuing each child as an individual and precious child of God. We expect our children to respect others and enjoy mutual respect created out of love for one another and to be secure in the knowledge that they are loved by God.

Inspire a love of learning by providing an exciting, challenging and creative curriculum, accessible to each individual which will prepare them for the opportunities, responsibilities and experiences they will encounter in the future.

Encourage all members of the school community to 'be the best you can be'. We want our children to have a positive, determined attitude to learning so that each one of them achieves to the best of their ability.

Encourage our children to believe in themselves, to know that they are a valued member of our community, each with individual talents and strengths that they can use to grow into confident, compassionate and successful members of our society.

Aims and Objectives

The aims of our school's curriculum are:

- To ensure that all children, regardless of starting point and barriers, achieve their potential
- To enable children to develop the skills and attributes needed to be a successful learner
- To enable children to develop curiosity and a sense of awe and wonder
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To develop children's growth mindset and ability to embrace a challenge and to develop the skills of perseverance and resilience
- To teach children the basic skills of English, Mathematics and Computing
- To enable children to be creative through art, dance, music, drama and design technology
- To enable children to be healthy individuals who enjoy exercise and appreciate the importance of a healthy lifestyle and able to take responsibility for their own health
- To teach children how to keep themselves safe online
- To enable children to be positive and active citizens of the local and global community and to feel that they can make a difference
- To develop in children an awareness and understanding of our own and other cultures, religions, races and ways of life
- To teach children to have an awareness of their own spiritual development, learn tolerance and respect and to understand right from wrong
- To prepare children for the demands of a rapidly changing society
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- To encourage children to be passionate about what they believe in and to develop their own thinking
- To enable children to ask questions and take risks

Organisation and planning:

The Reception Year follows the DFE Curriculum Guidance for the Foundation Stage which includes seven areas of learning:

- Communication and language.
- Physical development.
- Personal, social and emotional development.
- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

In the Early Years Foundation Stage we use the objectives from the EYFS curriculum. Again, we plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals, and there is planned progression in all curriculum areas. Where children move into Year 1 without having achieved the Early Learning Goals, they continue to be taught in line with the Foundation Stage Curriculum. Transition to the Year 1 curriculum does not happen at a point in time but rather when children have reached that stage in their development.

From Year 1 to Year 6 the curriculum consists of:

The National Curriculum programmes of study for each subject are used as the basis for the long term and medium term plans.

Lancaster Diocese Education Service agreed syllabus for RE as set out in the Curriculum Directory

Lancaster Diocese Human Sex and Relationships Education programme of study

The Subjects Covered are:

- English (including phonics, speaking & listening, reading and writing)
- Maths (can we include link to each subject policy?)
- Science
- Computing
- Religious Education (RE)
- Physical Education (PE)
- Personal, Social and Health Education (PSHE), including Citizenship
- History
- Geography
- Art and Design
- Design Technology
- Modern Foreign Languages (MFL) – currently we offer French
- Music

We plan as far as possible using the thematic approach however if a subject does not fit into the theme then we teach it discretely. We plan our curriculum in three phases. We agree a long-term plan for each year group. This indicates what topics are to be taught in each term. We review our long-term plan on an annual basis. Our medium and short-term plans, give clear guidance on the objectives, teaching strategies and assessment for learning that we use when teaching each area of the curriculum. The curriculum is planned carefully to ensure coherence and full coverage of all aspects of the National Curriculum, and there is planned progression throughout the school, using 'I can' statements from Focus for Assessment. Each topic is led by a particular subject. This approach means that, for example, a child may concentrate on a history topic in one term, and then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

From Foundation Stage through to Year 6 opportunities will be taken to extend the curriculum beyond the statutory requirements through:

- Visitors, including artists, authors, actors, musicians;
- The use of the school playground, the locality and the wider environment;
- Educational visits;
- Support of parents.

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.

Extra-curricular clubs:

We are very proud of the wide range of extra-curricular clubs we are able to offer at Sacred Heart. These are run after school and at lunch times and are all well attended. Most clubs are run by our dedicated teachers and teaching assistants but we also have some clubs run by external coaches. Clubs which are available this year have include:

- Netball
- Football
- Basketball
- Running Club
- Computing Club
- Lego Club
- Gardening Club
- Mindfulness Colouring
- Reading Club
- Minecraft Club
- Science Club

The Role of the Subject Leader:

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.

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 the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Monitoring and Review:

The Governing Body Curriculum Committee is responsible for monitoring the way the school curriculum is implemented. We have governors linked to core curriculum areas and a named curriculum governor. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects through governor visits to school.

The Headteacher is responsible for the day to day organisation of the curriculum and Mrs S Crabbe is overall curriculum co-ordinator. Together with the Headteacher, she monitors the curriculum through planning, classroom observation, liaising with subject Co-ordinators and Senior Leadership Team.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.