

# Curriculum Policy 2020



St. Gerard's Catholic Primary  
and Nursery School

*"Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."*

# SAFEGUARDING STATEMENT



***“St Gerard’s Catholic Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.***

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“Educating the mind without educating the heart is no education at all.” —Aristotle

<b>Policy Date:</b>	<b>Oct 2020</b>
<b>Policy Status:</b>	<b>Statutory</b>
<b>Policy Review Cycle:</b>	<b>Annual</b>
<b>Next Review Date:</b>	<b>October 2021</b>

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## **Responsible to:**

Governors, Head Teacher and SLT

**\*Please see the ADDENDUM to the policy due to COVID 19 at the end of this policy**

## **To be read with linked Documents**

Remote Learning Policy

Teaching & Learning Policy

Confidentiality & Data Protection

Health & Safety Policy

Inclusion Policy

SEND Policy

Child Protection & Safeguarding Policy

Health & Safety Policy

All Subject Policies

## **Introduction:**

We must never lose sight that we are a Catholic School rooted in the Gospel Values placing Christ at the centre of all that it does: integrating Gospel values and the teachings of the Catholic Church into every aspect of learning, teaching and the totality of school life.

No matter what “Blessed are the poor in spirit, for theirs is the Kingdom of heaven”

### **Faithfulness and Integrity**

“Blessed are those who mourn, for they shall be comforted”

### **Dignity and Compassion**

“Blessed are the meek, for they shall inherit the earth”

### **Humility and Gentleness**

“Blessed are those who hunger and thirst for righteousness, for they shall be satisfied”

### **Truth and Justice**

“Blessed are the merciful, for they shall obtain mercy”

### **Forgiveness and Mercy**

“Blessed are the pure in heart, for they will see God”

### **Purity & Holiness**

“Blessed are the peacemakers, for they shall be called children of God”

### **Tolerance and Peace**

“Blessed are those who are persecuted for righteousness’ sake,  
for theirs is the kingdom of heaven”

### **Service and Sacrifice**

**Gospel of St. Matthew, 5:3-10**

At St. Gerard's Catholic Primary School, we see the curriculum as something that embraces more or less everything that the children do during their time here. We are proud to be part of preparing our children for life beyond school. The children really are the starting point and at the centre of our curriculum. It is adapted and planned for the children, firstly by the children, alongside all the teaching staff and whole school family. From EYFS to Year 6 we want to ensure that all our children experience the awe and wonder of the world in which they live. Christian values and the love of God are at the heart of our teaching and learning.

The curriculum is made up of all the activities that the school undertakes in order to promote learning, personal growth and development. It is designed to fulfil our mission to guide the children to love, hope, dream and achieve. It is the means by which the school achieves its primary goal of educating children in the knowledge, skills and understanding needed to lead a fulfilling and productive life. It has been carefully developed, and shall be delivered, with full awareness of our responsibility and commitment to the purpose of British Values.

Academic learning is obviously an important part of what happens in the school, and we take the progress and attainment of each child achieving the very best they are capable of achieving, very seriously: in all subject areas. But it is certainly true that of equal importance are skills that are learnt at school; that can't really be measured in terms of scores or grades such as resilience, moral compass, teamwork, forgiveness, friendship, leadership, self-belief. We prioritise the development of the children's social and emotional skills and social and emotional wellbeing which includes a curriculum that integrates the development of social and emotional skills within all subject areas. Being a mentally healthy school is also an integral part of our curriculum and whole school ethos.

As a Catholic School we actively promote values, virtues and ethics that shape our pupils character and moral perspective, through the teachings of the Church. We are confident that our continued focus on the Gospel Values will give our pupils the necessary awareness of what it means to be a good citizen in Britain today, and embed in them the building blocks of a future successful and productive life celebrating equality of all.

Through our Topics and by promoting The Common Good we are able to make real links between the values of our pupils and the lives of others in their community, country and the world in general. Through our Curriculum we teach about democracy (school council elections), civic responsibility (being part of making rules and looking after the world around us), rules and laws, equality, values and virtues, environmental awareness (eco-schools) and understanding of other faiths through visits to places of worship and visitors to school. We feel that the topics, events and people that we have selected to learn about this year symbolise many of the values and attitudes we want our children to adopt around academic learning or striving for excellence or making a difference to society in some way.

The curriculum will inspire the children to have confidence that they can become the person they want to become, be the very best they can be academically, and create a lifetime love of learning.

The catholic ethos and values will underpin all the learning and experiences that the children have at St. Gerard's Catholic Primary School and Nursery. We feel that the children learn as much from the way they are treated and the expectations we have of their behaviour as Christians, as from the formal curriculum. Our curriculum is underpinned by the beliefs we share as Christians and the desire to worship God in everything we do. We are a church school and a caring school family. We want our children to grow up and have a sense of appreciation for the world in which we live; feeling a valuable part of it, knowing they have a contribution to make. That they are able to meet challenge positively, be supported and support on another when needed.

All subjects, including daily Maths and English, will be delivered through a bespoke curriculum carefully developed with a full awareness of the children's interests and the national programme of study. We will ensure the full coverage of skills and opportunities are taught to all children in the whole school. Whilst our curriculum is bespoke in all subjects, we follow certain programs that we have trialed and are successful and appropriate such as Read Write Inc for phonics and as a "Teaching for Mastery" school, our Maths approach is incorporating Mastery teaching strategies for all. We use Active Maths and Maths of the Day in PE lessons, Numeracy in Maths in KS1 which is linked to Music, EYFS use "Fluency in Mathematics" within their learning. The children will all have opportunities to learn and develop skills through specialist teaching and learning for P.E, Swimming, Music, D&T, The Arts, SMSC, Science, Geography, History, PSHE, RE, Computing and extra-curricular activities and clubs.

The curriculum will be as ambitious as it is appropriate to ensure that life at St. Gerard's Catholic Primary School is rich, varied, caring, inclusive, exciting, challenging inspiring and aspirational.

**The role of the subject leader is to:**

- provide a strategic lead and direction for the provision and development of their subject; support and advise colleagues on issues related to the subject;
- have a clear understanding of how their subject is informed, reflective and delivered by Catholic thought and practice. They will support staff in being able to make the coherent links.
- monitor pupils' progress and engagement in that subject area;
- provide efficient resource management for the subject.
- Subject leaders monitor the way in which 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 also have responsibility for monitoring the way in which resources are stored and managed.
- The school gives subject leaders non-contact time each term, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which 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 the progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

We have created the curriculum as a team, listening to the children's views so that it has been developed for every one of our children. We want to ensure that every child has the opportunity to experience:

- At least 1 trip beyond the local area (beyond Widnes) each year.
- At least 1 trip in the local area but outside school each year.
- At least 3 experiences of working in a team challenge every year (links to competitions, festivals and whole authority events etc)

These are planned into themes where possible, but may also be stand-alone experiences as they are equally worthwhile. We aim to ensure there is a range of experiences provided to children across primary school.

Other experiences not mentioned specifically in the curriculum learning intentions (not exhaustive) may include:

- School Plays
- Music lessons
- Being a member of school parliament
- Photography and Film work
- Looking after something/someone else (e.g. plants, animals, others)
- Going away on a residential
- Giving something away
- Saving up for something
- Attending live music, theatre or dance performances
- Working with artists/sculptors/authors/athletes/other professionals
- Having an adventure
- Solving a mystery
- Being a volunteer
- Helping someone outside and inside our local community.

Children will be involved in at least three class assemblies a year, class mass as well as regular celebration assemblies. Celebration assemblies recognise and celebrate children's achievements both in and outside of school. All children will be part of daily collective worship and recognize how this influences and changes their lives.

### **Possibilities**

Children cannot aspire to things they have never encountered. They may not know the potential aspirations and it is our job to discover and develop their true capabilities. We will work to broaden our children's horizons, expanding their knowledge of the world of the work by nurturing their interests as well as encouraging fearlessness of what is new or unknown.

### **Excellence**

Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning

## **Diversity**

Having a shared understanding regarding the differences and similarities between ourselves and others, understanding the beliefs and cultures of others both in the world around us and the world further away.

## **Values**

Our school curriculum is underpinned by the values and Catholic virtues that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

### **The aims of our Curriculum are:**

- to enable all children to learn, and develop their skills, to the best of their ability;
  - to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
  - to ensure every unique child, who is constantly learning, can be resilient, capable, confident and self-assured.
  - To give equal prominence to the value of all areas of learning
  - To ensure that every child has a love of reading
  - to enable children to be creative and to develop their own thinking;
  - to teach children about the developing world, including how their environment and society have changed over time;
  - to help children understand Britain's cultural heritage;
  - to appreciate and value the contribution made by all ethnic groups in our multicultural society;
  - to enable children to be positive citizens;
  - to fulfil all the requirements of the National Curriculum and the Come & See program for Religious Education;
  - to teach children to have an awareness of their own spiritual development, and
  - to distinguish right from wrong; to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
  - to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.
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- We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
  - We aim for all children to achieve their full potential, whether in academic work, artistic work, sport or play.
  - We aim to provide a happy environment that is caring and supportive to all with a broad and balanced curriculum with high quality teaching and learning experiences.
  - We aim to encourage children to make a positive contribution to our school and the local community and to appreciate their place in the wider world.
  - We aim for our children to have a secure understanding of personal and physical development that will enable them to achieve self-awareness and the capacity to make good life choices in the present and in the future.

## **Organisation and planning**

We plan our curriculum to provide opportunities for a creative cross-curricular approach where possible, however, some areas of the curriculum need to be taught discretely.

We plan our curriculum in three phases.

We agree a long-term plan for each Key Stage. This indicates which topics are to be taught in each with clearly defined skills, knowledge and understanding. The children indicate what they would also like to learn, and staff integrate this to ensure National Curriculum coverage. We review this long-term plan on an annual basis.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for discrete lessons. We take some of our medium-term planning directly from published guidance documents. Each topic or aspect of a topic begins with a 'hook' stimulus to engage the pupils who are then directly involved in identifying aspects of the topic they want to learn about. Pupils are also involved in determining how they might communicate their learning at the end of a topic – eg. via a display, assembly or ICT presentation.

Our short-term plans are written by teachers on a weekly basis. We use these to set out the learning objectives for each session, and to identify resources and activities we are going to use in the lesson.

The use of key skills for various areas of learning forms a basis for each teacher to ensure progression in learning.

We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. Some pupils in Year 1, for example, continue to follow a Foundation Stage curriculum into Year 1 as required.

## **The Foundation Stage**

We will encourage children to develop independence within our secure and friendly atmosphere; to support children in building relationships through the development of social skills such as cooperation and sharing; to help each child to recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals.

Our high expectations will enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of new and exciting first-hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences. We will ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need to start school.

## **At St Gerard's Catholic Primary & Nursery School we aim to:**

- Provide an atmosphere where children can be happy, contented, safe, valued, gain confidence and achieve greater independence.
- Provide a child-friendly environment that is safe, caring and stimulating.
- Provide an environment where no child should be excluded or disadvantaged.
- Build upon what children already know and what they can do.
- Promote children's social, intellectual and physical development through play and directed activities.
- Provide, through a stimulating environment, opportunities for the child to develop a positive attitude to learning and an active interest in the world around them.

- Develop a working partnership between parents/carers and the school in order to establish an accurate understanding of each child's individual needs.
- Work within the guidelines of the Statutory Framework for the Early Years Foundation Stage.

The curriculum which we teach in the EYFS meets the requirements set out by the DFE. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our Aims are to:

- Ensure equal prominence is given to all areas of learning
- Broaden their minds and outlook on life
- Experiencing awe and wonder
- Reduce disadvantage
- Understanding children's backgrounds and experiences
- Develop a knowledge and understanding of the community and wider world.
- Provide a rich set of experiences that promote an understanding of people, families and communities beyond their own
- Teach the language of feelings to develop emotional literacy
- Support principles of equality, diversity & British values
- Practice supports emotional security
- Promote resilience and independence
- Celebrate each unique child
- Provide opportunities of challenge to develop physical and emotional health
- Supporting physical needs with clear, consistent messages to support healthy diet and healthy choices, physically active play, rest, exercise and screen time
- Help children to gain effective understanding or risks including when using the internet, digital technology and social media and where to access support if they need it.

### **The Areas of the Curriculum**

Children learn and develop in different ways and at different rates. The 7 Areas of the curriculum, as set out in the EYFS, are equally important and interdependent. They are split into areas which are:

#### **Prime Areas**

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

#### **Specific Areas**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We aim to deliver all the Areas of Learning through planned, purposeful play, with a balance of child-initiated and adult led activities, as guided by the Statutory Framework for the Early Years Foundation Stage which states

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **Playing and Exploring** - children investigate and experience things, and 'have a go'
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things."

As children move through Nursery and Reception they will transition into more formalised learning and longer, focused, carpet time activities. This will ensure they are taught what is required in order to achieve a 'Good Level of Development' (GLD) at the end of Reception.

During the children's first term in school, their teacher begins to assess each child. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.

### **Inclusion**

Special Educational Needs and Disability (SEND) provision is made in accordance with the revised Code of Practice, the school's Inclusion policy, Disability Discrimination Scheme and Equal Opportunities policy. It is the responsibility of the class teacher with the support of the SEND leader and SLT to ensure the curriculum is differentiated or at times personalized to meet the needs of all pupils. Wherever possible, support is provided within the classroom and withdrawal is time limited for specific focused activities. This will be delivered so as to ensure that all children are exposed to the full range of subject areas and specialist teaching of foundation subjects. Those children identified as needing specific support will be exposed to equal opportunities. If the need goes beyond the resources available within the school, advice and support will be sought from external agencies. Pupils who have English as an additional language (EAL) or who are receipt of Pupil Premium funding are also targeted with additional support in order to aid their development of knowledge and skills and ensure appropriate progress.

### **Outcomes**

Children's work and achievements within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute positively to its ethos. The exciting curriculum will be woven with British Values that we provide will help children to understand who they are and where they live. It will help them learn about their communities, the nation and the world in which they live. It will deepen their cultural awareness and increase their understanding of history, time and place. They will develop a respect for and an understanding of different cultures and beliefs as well as their own. They will learn about issues facing the world and the importance of caring for their environment. The

children will develop a set of skills that enables them to recognize and develop the values and virtues of those that have gone before them through the ages to the present, and become informed members of society that perhaps create new and exciting forms of culture; things which may well help them find solutions to society's problems, Our curriculum and teaching should celebrate and embrace the different backgrounds, heritage, language and traditions of all the children within our community.

### **Parental Involvement**

We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through the website, newsletters, curriculum leaflets, home learning and curriculum workshops, and are positively encouraged to become involved. We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

### **Equal Opportunities:**

The curriculum is planned to ensure equality of opportunity irrespective of gender, race, culture or religion. It is the responsibility of subject leaders to ensure the curriculum and resources used promote respect and understanding of the multicultural and multi-faith society in which we live.

### **Health & Safety:**

It is the responsibility of every member of staff to have due care for Health & Safety in the planning, organisation and delivery of the curriculum. The governors and head teacher undertake a health & safety audit on an annual basis. Risk assessments of individual activities should be undertaken by the member of staff responsible for the organisation of the activities with advice from the head teacher or LEA officer as appropriate.

### **Accountability:**

Our governing body is responsible for monitoring the way in which the school curriculum is implemented. Regular presentations and reports by subject leaders ensure Governors are well informed and kept up to date with curriculum developments.

The Curriculum lead is responsible for the day-to-day organisation of the curriculum. The Curriculum Lead alongside the Head teacher monitors through formal lesson observations, learning walks, observations, pupil interviews, scrutiny of work and tracking pupil progress through assessment data.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

### **Agreed by Governing Body:**

**Date of next Review: October 2021**

## **ADDENDUM TO POLICY DUE TO COVID 19 MEASURES**

**As per the DFE guidance concerning curriculum –**(Section 3: Curriculum, behaviour and pastoral support)

### **Curriculum expectations**

This section sets out some key principles and expectations for curriculum planning in school based nursery, mainstream, and special schools, and alternative provision (AP), so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year. The key principles that underpin our advice on curriculum planning are as follows.

### **Education is not optional**

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

Our curriculum will remain ambitious, inspirational and appropriate to the needs of our children. There will be a focus on Mental Health & Wellbeing through all areas of the teaching & learning and school life will continue through the distinctive Catholic Nature of our school with God at the centre of all.

The curriculum and all subject progression documents setting out the sequence of learning and skills and knowledge acquisition by year group have been updated to address the needs of the children following initial baseline assessments to identify gaps in learning and areas of catch up that will be required.

Prerequisite learning is in place for all subject planning and reading remains a focus in all subject areas. The learning will be cross curricular yet still include a focus on key skills and basic skills in the Core Subjects.

Certain subjects - such as Music will be delivered by the teachers and is adapted putting health and safety requirements and advice first and foremost (ie. Choir, Singing, Whole class teaching of certain musical instruments)

Baseline assessments and teacher assessment shall determine the intervention and teaching mapping for each term across all year groups to identify whole class catch up requirements and those children that require additional support academically, for positive wellbeing or any other area. The school will provide support for children and parents/carers or refer for external support as required.

### **The curriculum remains broad and ambitious**

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

The Curriculum will be Topic lead with skills and knowledge set out across all subject areas from EYFS to Year 6. Reading, writing and Maths will be delivered through all subject areas alongside specific subject learning

### **Remote education – Please see the Remote Learning Policy 2020**

Where needed, this is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021.

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.
4. Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.

All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.

Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.

RHE will be delivered from Nov 2020 as per the planning and progression documents. It will be delivered through a Catholic lens and parents and staff have been consulted through all aspects of the planning. The school will use Journey In Love and Ten:Ten resources Life to the Full which will be delivered through PSHE, English, Science and Guided Reading.

### **Specific points for early years foundation stage (EYFS) to key stage 3**

For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the [EYFS disapplication guidance](#). For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.

For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.