



St Philomena's Catholic School Curriculum Policy

This policy applies to all pupils and staff in the school, including those in the Early Years Foundation Stage (EYFS). It takes into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. The policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

St Philomena's Catholic School curriculum aims to help pupils:

- Develop personal moral values, respect for and tolerance of other races, religions and different ways of life.
- Develop lively, enquiring minds, and become able to question and debate rationally, and capable of applying themselves to tasks and activities.
- Acquire understanding, knowledge and skills relevant to adult life in a rapidly-changing world.
- Appreciate the range and scope of human achievements and aspirations.

Our curriculum is:

Broad, so that it encompasses all spheres of human activity, for only then can each pupil have an equal opportunity to excel.

Balanced, so that no aspect gains undue dominance.

Relevant, in that it meets the pupils' present and future needs, is rooted in their experience and is of obvious value.

In addition:

- It meets the needs of pupils who are of school age (in accordance with section 8 of the Education Act 1996) and provides for their development in all areas recognised by the Early Years Foundation Stage.
- It takes account of the National Curriculum and expands on its principles.
- It provides opportunities for pupils to acquire skills in speaking and listening, literacy and numeracy.
- It provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- It is planned for measurable progression at all stages.
- It is delivered using a full range of teaching methods to meet the needs of different learning styles.
- It provides access to success for all pupils across the range of abilities and academic profiles, including for those with special educational needs and EHC Plans, those most able and also for those children for whom English is an additional language (EAL).
- It is accessible to all, regardless of gender, creed or ability.
- It supports the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- It provides opportunities to learn about the institutions of British Politics.
- It prepares pupils for the opportunities, responsibilities and experiences of life in British society.

- A PSHE programme of study for all pupils in the school reflects the school's aims and ethos and provides them with opportunities to learn how to prepare for adult life, how to conduct themselves in socially and morally acceptable ways and how to stay healthy. It also encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 and, provides pupils with opportunities to understand the importance of the concept of non-material wellbeing (sometimes referred to as Spirituality).

These general statements of intent are interpreted in specific ways in each subject's long term plans and schemes of work.

The Curriculum

Reception class follow the Early Years Foundation Stage Framework. The provision of a balanced, broad-based, relevant curriculum is presented in an ethos that helps every pupil feel happy, safe and secure. Structured and child initiated activities foster the development of self-confident, independent pupils who demonstrate an enthusiasm for learning.

From Year 1 to the end of Year 6, the new National Curriculum (2014) is the predominant focus for teaching and learning. Additional subjects and challenging schemes of work make our curriculum considerably broader than would be found in many schools, yet it is balanced in line with the school's aims.

There are also extracurricular activities offered to enrich the children's experience and provide opportunities for cerebral, creative and physical skill development.

Our ethos takes into account the 'hidden curriculum' – where children learn from the way they are treated and expected to behave. 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 true potential.

The curriculum allows pupils to have a range of learning experiences that challenge, stimulate and promote thinking and learning. It ensures that the education of all pupils includes linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative elements:

Linguistic

At St Philomena's Catholic School we aim to develop a shared understanding between all staff of the role of language in pupils' learning and how work in different subjects can contribute to and benefit from the development of pupils' ability to communicate. Language skills are taught primarily in English lessons but form a fundamental part in all areas of learning throughout the school.

Reading is regarded very highly at St Philomena's and pupils are encouraged to be enthusiastic and effective readers. Appropriate reading material is provided for our pupils, which is selected from a graded reading scheme. We follow the Accelerated Reader scheme which is a powerful tool for monitoring and managing independent reading practice while promoting reading for pleasure. Pupils also use our library to develop an interest in a wide range of both children's and famous adult authors.

Dedicated time is allocated to handwriting and pupil work is celebrated with work appearing on walls and a class handwriting prize awarded at our annual Speech Day.

The third communication element of speaking is developed through class discussions, class assemblies, school productions and annual communication assessments.

Modern Foreign Languages are also taught to promote communication beyond pupils' every day experiences and provide them with a wider global opportunity. French is taught by a native speaking teacher from Reception through to Year 6. Listening forms an important part of the language development, particularly where emphasis is placed on the appropriate pronunciation and correct accent for the modern foreign languages.

Mathematical

Numeracy skills are developed throughout the school. In Reception a kinaesthetic approach through exploration and play allows pupils to be introduced to the concepts of number and relationships from the concrete to the abstract. Pupils then move on to the National Curriculum and perform routine calculations and logical thinking and problem solving both with pen and paper methods and mentally. Pupils are further encouraged to think analytically, apply logical deduction and use and apply known facts and estimation to help them solve calculations.

Pupils from Year 1 to Year 6 have mental maths homework set each week.

Scientific

The teaching of Science is taught throughout the school both inside and outside of the classroom. Lessons include a variety of practical activities in addition to covering relevant scientific theory. The aim is to increase pupils' knowledge and understanding of nature, materials and forces and in developing the skills associated with science as a process of enquiry. For example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological

Classrooms are equipped with interactive whiteboards and a classroom computer. A 20 station computer room is used by all classes from Reception to Year 6 for a weekly Computing lesson and is also used by class teachers for cross curricular lessons.

Human and Social

The school provides pupils with knowledge of how people interact with their environment and how human action, now and in the past, has influenced events and conditions.

We are an environmentally aware school with a 'Green Team' who work to raise awareness within the school and the local environment. School assemblies reinforce many issues. Visiting speakers and school trips provide further opportunities to broaden pupil's understanding of the world in which we live and interact.

The curricula for Geography, History, PSHE and Religious Education provide the core knowledge for the human and social aspect of our school curriculum. We follow the 'Come and See' RE scheme provided by the Diocese which gives a context to the school's aims and ethos.

Physical

Physical Education lessons are taught throughout the school which encourage physical control, coordination and the ability to work in teams. Curriculum time allocated to PE throughout the school is designed around the availability of local facilities. This includes cricket, tennis, swimming, squash and golf. We use the local playing fields for hockey, rugby, football and athletics and all pupils from Years 3 to 6 participate in a weekly run along the seafront.

Lessons with specialist coaches for rugby, cricket, tennis, swimming, squash and golf provide opportunities for all pupils within curriculum time.

The extracurricular activity provision includes sporting options and is attended by many pupils.

Aesthetic and Creative

Knowledge, appreciation and participation in the Arts are fundamental to the education provided at St Philomena's. We have a dedicated room for the teaching of Art and all pupils from Years 1 to 6 are taught by a subject specialist. Curriculum skills in Art allow pupils to develop, plan and communicate ideas, work with equipment and materials and produce products that they are proud of. Pupils' artwork is celebrated in displays around the school.

Singing is also taught by a specialist teacher from Year 3 to Year 6. Our choir is a particular strength of the school and they perform at many local events throughout the year. Additionally, individual lessons for instrumental tuition are provided by a team of peripatetic teachers. Music and Drama is celebrated in assemblies, evenings of music and school productions.

Organisation and Planning

Classroom teachers plan the curriculum in three phases. At curriculum meetings staff agree a long term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. Long term plans are reviewed on an annual basis.

Through medium term plans, we give clear guidance on the objectives and teaching strategies for each topic. The National Curriculum forms the basis for most of our teaching throughout the school and, therefore, schemes of work closely follow these national guidelines.

Short term plans are those that teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

In Reception, we adopt an inter-disciplinary topic approach to curriculum planning. The curriculum is planned carefully, so that there is coherent and full coverage of all aspects of the EYFS statutory requirements and early learning goals, and that there is planned progression in all curriculum areas.

Review

This policy is reviewed annually by the Headteacher.