



**SACRED HEART**  
CATHOLIC PRIMARY  
SCHOOL & NURSERY

## Curriculum Policy

*This is our school.*

*Together we worship; Together we learn; Together we belong.*

*With the love of God, our dreams and ambitions come true*

**October 2023**

**Policy Date:** October 2023

**Review Cycle:** 18months or as required

**Next Review Date:** January 2025 or as required.

*At Sacred Heart Catholic Primary School & Nursery we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.*

**Mission Statement:**  
**'Together we worship,**  
**Together we learn,**  
**Together we belong.**  
**With the love of God...**  
**our dreams and ambitions come true.'**

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Together we take pride in making a positive contribution to our school and the wider community.

This policy should be referred to in conjunction with the curriculum, assessment and teaching and learning policies.

## **SAFEGUARDING STATEMENT**

"Sacred Heart Catholic Primary 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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**1. Aims**

**1.1 Intent:** At Sacred Heart Catholic Primary School our bespoke curriculum is broad and balanced taking into account our school’s unique characteristics and setting. The curriculum has been designed and at times adapted in response to what we already know about our children. It is designed to build on what has previously been taught and learned to ensure that academic achievement, physical and mental wellbeing, growth of character and personal development are intrinsically linked for the purpose of equipping our pupils with firm foundations of the requisite knowledge, skill and strength of character needed to be successful in life.

It mirrors our mission statement preparing the children to leave Sacred Heart as caring, resilient, creative learners ready for the next learning phase. Children who are ambitious and kind, who are ready to make a positive impact in the world. We will ensure our children are proud of who they are and what they can achieve.

Our curriculum is co-designed by staff and children using the arts and our rich cultural heritage to enrich the curriculum which reflects the distinctive beliefs, values and stories of our community, helping pupils to be creative and make full use of their gifts. Our balanced approach to the curriculum is not at the expense of high standards in core subject areas. Our curriculum, with its excellent range of experiences, aims to ensure that every pupil at Sacred Heart makes excellent progress-both academically and personally.

Our families are from a rich, varied and multi-cultural community and together, we will build our children’s aspirations demonstrating possibilities for their future lives. Our gospel values underpin all that we do, we promote a sense of self-worth through an understanding that each one of us is precious to God. A focus on speech, language and communication strengthen the children’s ability to progress, allowing them to articulate their learning; demonstrating quality thinking and application of skills and knowledge. Physical and mental

wellbeing are built into our curriculum design, allowing children opportunities to exhibit spiritual, moral, social and cultural understanding. All of our children will access all of the curriculum.

### **Our curriculum is designed to:**

- Be coherent and carefully sequenced in every subject area, designed to enable children to know more and remember more.
- Develop creative individuals who collaborate and co-operate and can solve problems seeing failure as an opportunity to learn.
- Be ambitious with a clear focus on developing basic skills in order to access the full curriculum on offer. The school considers language development, reading and writing to be fundamental skills needed for knowledge acquisition and communication of learning across all subjects in the curriculum
- Develop pupils who care about their role as part of a family, community and the wider world; encouraging them to feel part of, and to contribute positively to fundamental World values.
- Ensure all pupils have high aspirations.
- Develop a love of learning for all pupils
- Develop children to be proud of who they are and what they do · Develop children to be active, creative contributors – we will promote kindness & instil empathy
- Give equal opportunities – removing barriers to learning, regardless of starting points.
- Ensure each and every one of our pupils understands and embraces modern British values

## **2.Legislation and guidance**

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

### **3.Roles and responsibilities**

#### **3.1 The governing board**

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational target
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

#### **3.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy. 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;
- keep up to date with new initiatives;
- monitor pupil progress in that subject area, particularly at the end of each key stage;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. 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 for. The subject leader carries out book looks, questionnaires, learning walks/ lesson observations to ensure that the children are achieving their full potential at each key stage and that attainment is as expected.

## **4.Organisation and planning**

### **4.1Implementation**

Our curriculum at Sacred Heart is divided into Half term focus'. Each Half term a Key Question or Theme provides a vehicle to learn the subject skills and knowledge and make important links. Concepts and skills will be revisited across the Subject Areas. This design allows the children to connect their learning and to build upon existing knowledge and skills to ensure that these can be applied in all areas of the curriculum. In this respect, our curriculum allows for the accumulation of knowledge and skills, for the children to build on what they know and

allow knowledge to enter the long-term memory – making it stick! Each year group follows a theme, such as Africa in year 5 or World War 2 in Year 6. These themes have been planned with the children's needs in mind, ensuring that the local community plays a part alongside the wider world. In order to broaden the children's experiences, visits and visitors are carefully planned to support and inspire the learning. The theme weaves throughout the year, ensuring curriculum coherence and motivating the children to seek patterns across subjects.

At the heart of our curriculum is the use of storytelling to promote understanding and to frame the details into part of a whole.

### **Implementation: How our curriculum is taught?**

In Nursery and Reception, we follow the 'Early Years Foundation Stage Curriculum' document. The planning is based upon the themes with discrete RE, phonics, maths and literacy directed teaching. Our medium-term planning identifies the intended learning for children working towards the Early Learning Goals.

The Reception and Nursery teachers work closely with all adults in the EYFS to plan for progression. All staff are involved in evaluating provision and planning changes or enhancements to support or extend children's learning. We deliver learning for all of the areas through, planned purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. We believe that play in the Early Years classroom is essential and contributes to the development of the whole child. Through play our children explore and develop learning experiences, which help them make sense of the world. Through practice they build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. The EYFS curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development.

Our curriculum from Year 1 onwards, builds on the learning in EYFS and integrates the requirements of the 2014 National Curriculum in a bespoke and engaging way. It is designed to meet the needs of future citizens and equip all children, including those with SEND and social disadvantages, with the foundations for life.

Curriculum planning enables learners to make connections and interconnections in order to ensure that knowledge (substantive) and skills (disciplinary) are learned progressively to reach agreed end points. Lessons enabling retrieval practice (reviewing previously taught objectives), formative assessment and opportunities for teachers/support staff to address misconceptions, means that learning is moved from the short term memory and embedded into long term memory so that learners know more, remember more and do more. Our spiral approach in subject areas ensures that learning is revisited and reinforced when needed.

We have a clear long term overview which encourages cross-curricular work wherever possible around planned Topics using Key questions. Our Subject Leads and SLT set out the

learning through our Long Term Overviews, Medium Term Plans and Progression documents. Within this context, we still ensure that children understand the unique contribution of individual subject areas.

We consider context and relevance for learners when planning relevant learning and meaningful wider opportunities, so as to maximise each child's 'cultural capital' and knowledge of British values.

Cultural capital is the accumulation of knowledge, attitudes, habits, language and possessions that enables individuals to demonstrate their cultural competence and social status.

Sacred Heart Catholic Primary School and Nursery plays a crucial role in developing cultural capital through immersing children in debates, dance, theatre and music, school trips, performing arts, sporting activities and by introducing them to literature and art from different cultural backgrounds.

Embedding cultural capital into our curriculum is a way of closing the gap between children from differing socio-economic backgrounds by ensuring that children from all backgrounds have the same opportunities in society to achieve their full potential. Thus, we have planned activities each term for all pupils to participate and experience as individuals, classes, key stage groups and whole school.

As well as our academic curriculum, we ensure learning is supported by relevant educational visits and visitors, overnight residential visits, assemblies, charity days and responding to events in the news. A vast range of clubs and enrichment activities such as concerts, sports clubs and matches, competitions, arts, mental health and wellbeing clubs, visitors from our community, industry and universities are a regular occurrence in our school. These are a vital part of the children's development as lifelong learners and ensure individual talents are celebrated.

Our strategy for successful implementation of our intended curriculum is to create a culture where collaboration and professional dialogue between subject leaders delivers a curriculum that builds on prior learning, deepens knowledge and enhances skills that foster learning and achievement. We engage in a constant cycle of review and evaluation.

## **4.2 Values**

At Sacred Heart Catholic Primary School & Nursery our curriculum is underpinned by the values that we hold dear, including British Values. Central to all our values are our Catholic and Gospel values. 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.

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.



We aim:

- To be an inclusive school: all aspects of our work will ensure that all learners 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 to every child.
- To treat learners as individuals and to differentiate teaching and learning to take account of their individual needs and ensure every child maximises their learning and progress.
- To provide for learners' physical, mental, social, spiritual, moral and cultural needs.
- To provide for learners' care, health and safety.
- To ensure that all learners benefit from a rich, broad, balanced curriculum. It will be taught in an interesting, exciting and imaginative manner with lots of opportunities for first-hand experience.
- To teach basic skills and core subjects, giving great emphasis to the foundation subjects so that children can make links and apply their learning.
- To make connections between subjects and to apply basic skills across the curriculum.
- To enliven and enrich the curriculum by visits, visitors, and extensive use of the environment.
- To give responsibility to learners and develop their self-confidence by contributing to the community and be proud of who they are.
- To make Governors, parents/ carers and the wider community equal partners with the school and to involve them in the evaluation of its success.
- To promote a welcoming, calm and inspirational environment where learners feel secure.
- To build a school where excellent behaviour is expected.
- To make this school a place of enjoyment and joy– a place where success is celebrated.

### **4.3 Planning**

We plan using Long Term Overviews, Whole school mapping, medium term plans, daily planning and progression documents that set out the explicit sequence of learning. . Please see subject policies and documentation for planning for each individual subject.

### **4.4 Extra-curricular Activities**

At Sacred Heart, we are committed to developing the whole child. We extend the curriculum by offering extra- curricular activities, including: choir, signing choir, dance and sports clubs and tournaments, computing, mindfulness, film club and arts clubs. We ensure that learning is enhanced through visits, experts in different fields teaching and undertaking projects – eg. Fashion and recycling project with a Global retailer, photography and paddle boarding

lessons alongside activities with the RNLI, visits from the University lecturers and students, visits to the Universities and Museums.

#### **4.4 Early Years Foundation Stage**

The curriculum taught in the Nursery and Reception classes meets the requirements set out in the National Curriculum at Early Years Foundation Stage. We plan the curriculum carefully for coherence and progression, focussing on developing children's skills and experiences and ensuring full coverage of all aspects of the early learning goals.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned learning activities. Learning in the Nursery and Reception classes builds on the experiences of the children in their previous environments.

During the children's first term in Reception class, their teachers carry out a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

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.

See our EYFS policy for more information on how our early years' curriculum is delivered.

#### **5. 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 children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with SEND
- Children with vulnerabilities
- Children with English as an additional language (EAL)

Teachers will plan lessons so that all children can study every National Curriculum subject, and their learning of the Curriculum is not narrowed, and ensure that barriers to learning are identified and our teachers work with our families, children and if necessary, external partners to remove them -to achieve their potential.

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.

## **6. Assessment & Impact**

### **Impact**

Everything we do is with each child in mind.

Pupils' progress of learning is measured through ongoing assessment and though key assessment points depended on the year group. This will be formative and summative. Teachers will use this information to adjust and adapt planning as necessary, to ensure that any gaps in knowledge and misconceptions can be addressed and any interventions put in place effectively to maximise the progress of every child. School evaluates how well our children are learning the content outlined in the curriculum through:

- School progress data which is analysed by SLT, middle and subject leaders and class teachers
- Book looks and learning walks
- Termly lesson observation
- Pupil/parent voice

Our curriculum aims to not overload pupils with information but enables them to know more and remember more through connecting to prior learning. The impact of the curriculum is that our children are well-motivated, aspirational, confident and engaged in their education with a growing knowledge base which prepares them for effective transition for their next stage in learning and equips them for life.

Continuous assessment for learning combined with an end of unit task e.g., recorded piece of work, whole class quiz or practical task, supports our final professional judgement. Please see subject policies for each individual subject.

We aim for all of our children to leave Sacred Heart respectful to all, skilful, aspirational, inspirational to others and kind to all.

## **7. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through liaising with subject leaders, monitoring subject action plans and planning, carrying out learning walks and discussions with children.

Subject leaders monitor the way their subject is taught throughout the school by carrying out learning walks/observations, scrutinising planning and books and discussions with children.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Assistant Headteacher responsible for the curriculum as Curriculum Lead. At every review, the policy will be shared with the Headteacher, staff and the full governing board.

## **8.Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy
- Subject Policies
- Pupil Premium Policy
- RSHE Policy and Gospel and British Values
- Equality information, policy and objectives