

St George and St Teresa Catholic Primary School



"We live it, love it and learn it"



Curriculum Statement

The curriculum at St George and St Teresa is designed to ensure that we develop the whole Catholic child, so that by the time they leave at the end of Year 6, our children are strong in faith and well prepared socially, spiritually and academically to embrace the next step in their life journey and education.

We know that the development of character doesn't happen by chance but by purpose and intention: it is therefore an explicit part of our curriculum. We do this through a well-planned curriculum where Catholic Social Teaching is at the heart of all we do. By having high expectations, offering a wide variety of trips and opportunities which enrich our curriculum fully. We work hard at preparing our students to be the best version of themselves, not just for today, but for their futures too. Our curriculum has been designed to ensure our young people thrive, achieve and flourish. It enables them to understand what it is to be human and equips them for life so that they become kind and model citizens. Our curriculum not only develops our young people academically but spiritually, morally, socially, vocationally and culturally.

Each curriculum area is taught discretely, with clear progression of skills and knowledge mapped out to ensure that children can do more and know more. These ensure that our curriculum is carefully mapped out and sequenced to ensure that children's new learning builds on prior knowledge.

The curriculum is designed to ensure coverage and progression and to provide pupils with memorable experiences, in addition to diverse and rich opportunities from which they can learn and develop a range of transferable skills. We strive to promote a love of learning and enjoyment of the curriculum so children are inspired, have a sense of pride and develop confidence and resilience. Stimulating visits and visitors are also part of enhancing the curriculum.

At St George and St Teresa, every child is offered the full curriculum irrespective of SEND, ability or any other barrier to learning. We firmly believe that all children are entitled to a broad and balanced education and we strive to ensure this.

For the Early Years

We value each child as strong, capable and resilient: rich with wonder and knowledge. Every child brings with them deep innate curiosity and this drives their interest to understand their world and their place within it. We believe that every child has a fundamental right to 'realise and expand their potential'. This is a child who is driven by curiosity and imagination, a capable child who delights in taking responsibility for his or her own learning, a child who listens and is listened to, a child with an enormous need to love and to be loved, a child who is valued. Therefore, we provide a curriculum that is based on real-life experiences, involves the children and, most importantly, is planned through careful assessment of their own needs and interests.

The EYFS curriculum is delivered using a play-based approach as outlined by the EYFS Framework. Children are provided with a range of rich, meaningful, first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development. As a team, we use observations and assessments to offer learning experiences in all seven areas of the EYFS curriculum. We identify current interests to create an overall theme which makes the learning meaningful and purposeful. The seven areas of learning are split between prime and specific areas of learning, as follows:

The prime areas of learning are:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning are:

Literacy, Mathematics, understanding the world, expressive arts and design, Reading and Phonics (Reception, Year 1 and continued support for those who need it).

In Reception and Year 1, Phonics and Reading are taught daily. In Phonics we follow the *Read Write Inc.* framework where children learn to recognise letters as sounds to blend for reading and segment for spelling. In reading sessions the children develop their fluency, comprehension and enjoyment of books by reading one to one with an adult, in small guided groups and independently.

In order to see the value in what they are learning, our pupils' experiences should be firmly rooted in their day-to-day life. We want the lessons our children learn to carry with them outside of our classrooms and build the foundations of a passion for learning. In order to help us do this we want our parents to be in the know about what their children are learning each week.

Core Subjects covered in our curriculum are:

- **English language and literacy** – speaking, listening reading and writing play an important in the learning process and are outlined in the National Curriculum and Early Years Foundation Stage curriculum.
- **Speaking and listening** – we encourage learners to express themselves effectively and confidently for different purposes and audiences and to listen and respond to each other.

- **Reading** – we teach reading skills daily and provide opportunities to read in all areas of the curriculum. We employ a *systematic approach* to phonics and other word *reading* strategies and seek to engender a life-long love of reading.
- **Writing** – learners are encouraged to write for a variety of purposes and are taught the skills needed to become confident writers.
- **Mathematics** – learners develop their numeracy, problem solving and reasoning skills through a range of practical activities and challenges.
- **Science** – learners have opportunities to explore and learn about their world. They learn to hypothesise, test their predictions and draw conclusions.
- **Religious Education** – we believe that all learners should develop their understanding of our faith, rooted in a mutual respect for other faiths.

Whilst our knowledge-rich curriculum is designed to ensure the very best academic outcomes for our children, it is about so much more than simply securing great results. It is about our School's determination to achieve excellence: where we bring advantage to all, where barriers to learning are successfully overcome and there are no limits to the achievement and ambition of all of our young people. In our School, this will mean that all children, whatever their background, starting point and life experience, develop a strong grasp of the key learning skills, attitudes and knowledge they need to make an excellent start to secondary education. This will be delivered through the crafted experiences of a stimulating, broad and balanced context-based curriculum that is not restricted to just skills and knowledge for Reading, Writing and Maths.

Every child will see themselves as a learner, referring to themselves and their peers as 'I am a historian' or 'We are scientists'. Teachers impart on to their pupils that there are reasons behind the need to study History, Geography and Science, for example. Children are able to provide rationales to specific subjects, for example: "We study Geography in order to understand the importance of our interconnectivity with the rest of the world and our role as humans." Similarly, our young people understand the need to study history as it, "helps us to understand our past, our present and how we can shape our futures."