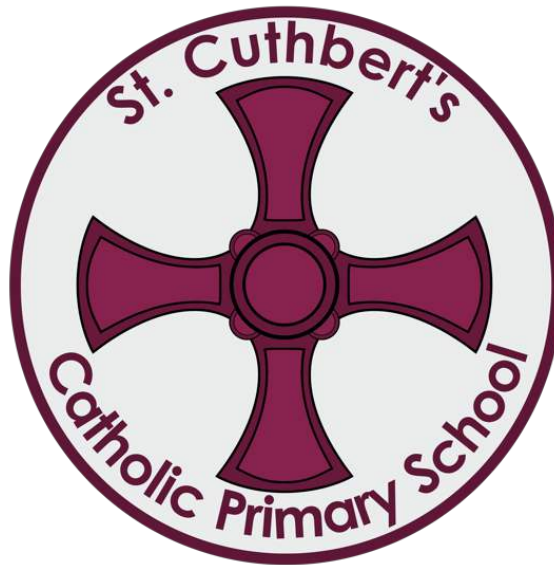


Curriculum Policy

St Cuthbert's Catholic Primary



Approved by:	Governing Body	Date: September 2023
Last reviewed on:	July 2022	
Next review due by:	September 2024	

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1. Introduction

You are unique, talented and loved by God

Every child has the right to an education. (Article 28 UNCRC)

**Education must develop every child's personality, talents & abilities to the full.
(Article 29 UNCRC)**

This policy is written with consideration for the Gospel values of our Catholic school and for our ongoing commitment to the Rights of the Child which underpins our day-to-day practice and ethos. Although direct reference to these considerations is not continuously made, the policy has been written with full awareness of our responsibility and commitment to the faith and rights of our pupils.

As part of the Bishop Chadwick Catholic Education Trust (BCCET), we are committed to upholding the key values of our family of schools in our curriculum:

- **Excellence:** all subjects are planned, taught and monitored to enable staff and pupils to achieve excellence.
- **Respect:** all of our school family are created in the image of Christ and are treated with equity and fairness. We are committed to providing support, high expectations and challenge for our staff and pupils, no matter their starting point, to help them develop their ability to the full.
- **Community:** we work as a community to achieve our aims and teach our pupils the value of collaboration and team work in all subjects.
- **Gifts:** we support all staff and pupils to enable them to fulfil their potential.
- **Aspiration:** staff and pupils are supported to be the best they can be and we ensure the needs of every individual are met.
- **Celebration:** we recognise and celebrate success, resilience and positivity in our curriculum

Our pupils are all unique individuals with their own strengths, aptitudes, interests and dreams. As a Catholic school community, we support each child to make the most of every opportunity we offer.

2. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

3. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

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](#).

This policy complies with BCCET Curriculum Vision <https://bccet.org.uk/key-documents/>

4. Roles and responsibilities

4.1 The Governing Board

The governing body 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 targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and religious education, and enough teaching time is provided for pupils to cover the requirements of the National Curriculum
- 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

4.2 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
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body 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

4.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy and their specific roles as detailed below:

- Deputy Head Teacher / Curriculum Lead: Elaine Parlett
- SENDCO: Susan Lambert (TLR2)
- Reading Lead: Kate Wilkinson (TLR3)
- Writing Lead: Elaine Parlett
- Religious Education, RSE & PSHE Lead: Lyndsey Huntley (TLR2)
- Mathematics Lead: Elaine Parlett
- Science Lead: Daniel Atkinson
- History Lead: Catherine Groark
- Geography Lead: Catherine Groark
- Art Lead: Chloe Elstob
- Design & Technology Lead: Elaine Parlett
- MFL Lead: Elaine Parlett
- PE Lead: Andrew Boyle
- Computing Lead: Andrew Boyle
- Music Lead: Nicola Noble

5. Organisation and planning

At St. Cuthbert's we follow the National Curriculum and Come and See RE scheme and work with Bishop Chadwick Catholic Education Trust to ensure our curriculum meets national expectations and is relevant to the local context of our school and education trust. We have worked closely as a trust to develop a curriculum continuity plan ensuring that our curriculum runs seamlessly as pupils transition from EYFS, through primary and into their secondary career.



Subjects are taught discretely rather than topic based, however meaningful links are made when mapping the curriculum so that subjects that naturally support each other are taught together. For example, teaching about volcanoes in geography, the Romans in history and pasta dishes in D&T all take place in the same term so that pupils extend their schema.



Our curriculum suits our local context: we are a heritage school and make the most of our local area in humanities subjects; we have strong sporting links through our sports partnership and local clubs and use educational visits to teach children about the local area. In addition, we have worked closely with BCCET partner schools when developing our curriculum to ensure that our primary

curriculum transitions smoothly into teaching at KS3 in our local secondary schools.



Subjects are designed carefully so that pupils know more and remember more. Opportunities for revisiting and extending knowledge are carefully thought out. For example, we follow the National Curriculum in science so that key ideas are revisited annually or biannually; skills in PE are built up each year and history is taught chronologically.



Our curriculum is planned to include the following areas:

- Early reading, phonics & spelling - we use the Sounds Write scheme of work which aligns with BCCET
- Writing – based around rich texts and non-fiction which underpins the wider curriculum.
- Mathematics – we follow a maths mastery approach in lessons and have worked with local Maths Hubs to develop our curriculum. Our curriculum is based around NCETM early number, White Rose Maths, number sense opportunities and weekly calculations.
- RE – As a catholic school, we base our curriculum around the Come and See scheme of work. In our Catholic Schools Inspection July 2023, we were judged 'outstanding' in all areas.
- Science – our curriculum aligns with the National Curriculum so that pupils regularly revisit key ideas. Our endpoints align with BCCET so that pupils are ready for KS3 in our Trust schools.
- Geography – our curriculum has been developed in close partnership with BCCET and County Durham Local Authority. Our endpoints align with BCCET so that pupils are ready for KS3 in our Trust schools.
- History – our curriculum has been developed in close partnership with BCCET and County Durham Local Authority. We are a heritage school and made close links with our local area. Our endpoints align with BCCET so that pupils are ready for KS3 in our Trust schools.
- PE – our PE and Sport curriculum has been developed with Easington Schools Sports Partnership. Pupils all receive 2 hours of PE each week and have access to festivals, competitions and after school clubs.
- Art – our art curriculum has been developed with County Durham Local Authority and PATERN local art network. We have worked closely with BCCET to ensure our endpoints align so that our pupils are ready for KS3 in our Trust schools.

- DT – our DT curriculum has been developed with BCCET. All classes complete 'kitchen' units and then two further units based around electronics, mechanisms, textiles and control.
- Computing – our computing curriculum is currently based on the KAPOW scheme of learning and adapted for our context. We also teach online safety and conduct through our PSHE curriculum.
- Music - our music curriculum has been developed with BCCET and we are supported by secondary music specialists in implementing this. We enrich our curriculum with 'little fingers' in EYFS and KS1 and with whole class 'first access' violins in Year 3. Pupils from Years 4, 5 and 6 have additional access to violin or guitar tuition.
- MFL – we teach Spanish as our foreign language in school with a scheme of work developed by primary and secondary language experts in BCCET. Spanish aligns with our local secondary schools and so ensures pupils are ready for KS3.
- RSE - Relationships and health education: we use the Ten:Ten programme which aligns with our catholic faith.
- PSHE - we refer to the PSHE Association mapping document to ensure that our PSHE provision extends beyond statutory requirements. The Ten:Ten extended programme offers opportunities to learn about economic wellbeing, careers & enterprise education and personal safety. As a catholic school, we offer wider opportunities for citizenship through Catholic Social Teaching and pupil teams e.g. school council, Mini Vinnies and Eco Council. We are working towards the CAFOD Live Simply award.
- British values are taught as part of our PSHE curriculum and references weekly in our Picture News assemblies
- We are a Rights Respecting school and teach children about the Articles on the Convention on the Rights of the Child though making links to work in class, selecting relevant rich texts in English, discrete work in house group time and through weekly Picture News assemblies



All curriculum areas are mapped onto long term planning overviews



Medium term plans break down subjects into lessons with defined learning objectives and outcomes. These make reference to prior learning, specific SEND for the cohort, British Values, Children's Rights, other areas of the curriculum and local context.



Short term plans are detailed for English and Maths weekly. Short term planning for other subject areas may be completed as a series of slides or a weekly plan. There is no expectation for detailed planning in other curriculum areas but staff

are expected to make adaptations to the medium-term plans to meet the needs of their class, in particular pupils with SEND



Our school is well resourced to ensure effective delivery of the curriculum. Subject Leads audit and replenish resources regularly and are supported by teaching assistants.



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

6. 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 SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that all pupils can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. We use adaptive teaching strategies so that all pupils are included in all lessons. Further information can be found in our statement of equality information and in our SEND policy.

7. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Termly governing body meetings
- Termly updates from subject leads
- Visiting school to speak to pupils and join in lessons

SLT monitor the overall effectiveness of the curriculum through performance management of staff, termly pupils progress meetings and by using the Five Strand approach set out by BCCET which includes:

- Data analysis
- Monitoring planning
- Book looks
- Pupil Voice
- Lesson observations

Curriculum Leads monitor the way their subject is taught throughout the school by:

- Observing lessons
- Monitoring planning
- Book looks
- Pupil Voice
- Auditing resources

This policy will be reviewed every year by the curriculum lead and SLT. At every review, the policy will be shared with the full governing board.

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment & Feedback policy
- SEND policy
- Equality information
- Individual curriculum policies including RSE
- Pupil Premium