



## St Catherine's C of E Curriculum Statement

*At St Catherine's Church of England School, we strive to educate our children, to realise their aspirations and to contribute positively to society, guided by our Christian principles.*



| <p><b>Curriculum intent</b></p> <p>What is the intent of our curriculum design and how does this underpin our core values and ethos?</p>   | <p><b>Curriculum implementation</b></p> <p>How is the curriculum implemented year on year, what knowledge, skills and attitudes are we expecting the children to gain during their time with us?</p>   | <p><b>Curriculum impact</b></p> <p>What will be the impact on this teaching and learning within the wider curriculum?</p>  |
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| <p><i>"At St Catherine's Church of England School, we strive to educate our children to realise their aspirations and to contribute positively to society guided by our Christian principles."</i></p> <p><i>In our children's own words:</i></p> <p><b><i>"To make our dreams come true, be kind to everyone and follow God's rules."</i></b></p> <p>Through the story of 'The Good Samaritan' the children learn to be curious about the world, be open in their experiences, overcome prejudices, encourage dignity and respect, live well together, celebrate individual differences and encourage kind, hopeful actions – working together towards a hopeful, inclusive world. ("act justly, love constantly, live humbly" Micah 6. V8)</p> |  |  |
| <p>Here at St Catherine's, we intend that children will experience an education that effectively prepares them for their next stage of education, for modern life and to be a positive part of their community.</p> <p>We do this through the provision of a carefully planned curriculum that provides a broad range of rich experiences both over each academic year and across the pupils' time in school.</p> <p>Our curriculum is designed to develop academic knowledge, learning dispositions and engage the pupils.</p> <p>There is a strong focus on early reading and vocabulary development from the early years to ensure all pupils are confident readers.</p>  | <p>All pupils will:</p> <ul style="list-style-type: none"> <li>• experience all national curriculum subjects</li> <li>• experience enrichment activities such as trips and special in school celebrations and visitors</li> <li>• be taught by specialist PE and Music professionals</li> <li>• learn life skills through outdoor learning, DT and cooking</li> <li>• learn about world events and about climate change</li> <li>• be involved in community and charity work.</li> <li>• experience a pride in their achievements and be aspirational and courageous in their learning.</li> </ul> | <p>From our pupil conferencing and feedback from our pupil Curriculum, Environment, Ethos and Well-being groups, our children say they:</p> <ul style="list-style-type: none"> <li>• Feel safe</li> <li>• Are happy at school</li> <li>• Are confident learners</li> <li>• Love learning and are keen and curious to know more</li> <li>• Are willing to take risks in their learning</li> <li>• Know that mistakes help them learn</li> <li>• Can ask for help when they need it</li> <li>• Know why our school vision is important and how it is part of their daily school life</li> <li>• They are proud of their school and of their own individual achievements</li> <li>• Know what they need to get better at in their learning</li> </ul> |

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| <p>The vision in our school drives all decision making with regard to the implementation of practice:</p> <ul style="list-style-type: none"> <li>▪ Curriculum design is led by the values we hold dear</li> <li>▪ Our academic targets are defined by the Church value of striving for the best for all pupils regardless of their background</li> <li>▪ Our pastoral programme and approach in school is led by the overarching belief that pupils learn best when they are motivated, happy and safe.</li> <li>▪ Guided by our Christian values, children will learn to take responsibility, to show care and be thoughtful in their lives.</li> </ul> <p>Our Curriculum provision is:<br/> – focused on the local context – for example:</p> <ul style="list-style-type: none"> <li>• all pupils will develop a deep knowledge of the history and geography of their local area.</li> <li>• We enable children to develop a sense of belonging and heritage crucial in creating aspiration and ambition.</li> <li>• Subject specialists plan links and experiences relevant to the pupils</li> <li>• Topics are linked to global, nationally relevant themes</li> <li>• All year groups have a focused Climate Curriculum learning unit</li> </ul> <p>At St Catherine’s our distinctive characteristics are the whole school ethos of care, leading by modelled good practice, celebrating success and</p> | <ul style="list-style-type: none"> <li>• receive learning support if struggling academically</li> <li>• experience social and emotional support if needed</li> <li>• be offered 2 residentials, adventurous and a city break.</li> </ul> <p>All pupils, including those with SEN or disadvantaged, will make good or better progress from their starting point and the school will aim for all children to attain well academically.</p> <p>We aim to achieve this through a range of experiences planned carefully over the 7 years pupils are with us. These include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• Links to schools in Bangladesh and France</li> <li>• Visitors from all walks of life – with a keen focus on inclusion and diversity and teaching ambition in broadening children’s understanding of the world of work</li> <li>• Visits to a range of places locally to bring the curriculum alive</li> <li>• Trips and residentials that challenge and develop life skills – moorland adventure, water sports and cultural city breaks.</li> <li>• 50 things to support developing the experiences of pupils – particularly those who are disadvantages</li> <li>• Extra-curricular activities – sports and music (provided for all disadvantaged pupils)</li> <li>• School pets: Luna the school dog, Chicken and Bee Club and Frodo the Tortoise.</li> </ul> | <ul style="list-style-type: none"> <li>• They know who to ask/go to for help when they are struggling or worried</li> <li>• Enjoy the curriculum and range of experiences offered to them</li> <li>• Are respected and know to be respectful</li> </ul> <p>Evidence of impact is gained from:</p> <ul style="list-style-type: none"> <li>- Current data reports</li> <li>- Pupil conferencing</li> <li>- Book Scrutiny</li> <li>- Learning Walks</li> <li>- Lesson Observations</li> <li>- External Monitoring visits</li> <li>- Curriculum long term planning overviews</li> <li>- Curriculum Monitoring and evidence collation</li> <li>- Photographic records</li> </ul> <p>Impact of our intent and it’s implementation so far:</p> <ul style="list-style-type: none"> <li>• Throughout each year group and across the curriculum, including in English and mathematics, current pupils make sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.</li> <li>• The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is improving towards that of other pupils with the same starting points.</li> <li>• Pupil conferencing the significant majority of pupils enjoy being at school and enjoy their learning.</li> </ul> |
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| <p>using values to drive the behaviour expectations in school.</p> <ul style="list-style-type: none"> <li>• We aim to have fully embedded the Capabilities Curriculum</li> <li>• Our revised curriculum will be consistently well taught and fully covered annually</li> <li>• Developing children’s understanding of their own place in the world and the positive impact they can have – we encourage courageous advocacy in their actions. We expect children to stand up for what they believe and we teach them about the rights of all.</li> </ul> <p>We want our children to be critical thinkers who ask: ‘how do we change things for the better?’</p> <p>The success of every individual matters. We include our families in their child’s education and value their role in securing success academically, socially and emotionally.</p> <p>We do not give up on any individual.</p> <p>We look always for ways to be better at what we do.</p> <p>Every individual, regardless of their starting point is welcomed and wanted.</p> <p>We are aspirational for every pupil. We are inclusive and celebrate individuality.</p> | <ul style="list-style-type: none"> <li>• School Council Ethos Groups: Ethos, Environment, Curriculum and Well-being</li> </ul> <p>Each unit of learning clearly links to prior learning and is planned to build cohesion and deepening understanding of subjects, vocabulary, themes and concepts.</p> <p>Our curriculum is led by a clear relation of curriculum subjects to key vision and values eg.:</p> <ul style="list-style-type: none"> <li>• 401 health and fitness challenge related to anti-bullying</li> <li>• Science day - Visions for our future – tree planting and environment impact. Pupils worked hard to ensure school environment was clear/tidy, beautiful – prepared beds for planting</li> <li>• Christian aid day – creative writing to share within our community to encourage environmental responsibility</li> <li>• International Woman’s Day CW</li> <li>• Choice of historical themes, geographical studies, artists, global Christianity, collective worship themes, music, projects, celebrations and texts are deliberate so that they are culturally diverse and reflect our values of acceptance and celebration of uniqueness and similarity.</li> <li>• Heritage week annually – celebrating all our different cultures</li> <li>• Protected Characteristics taught through Collective worship and PSHE</li> <li>• Spirituality day</li> </ul> | <ul style="list-style-type: none"> <li>• All pupils are challenged within their learning in all lessons.</li> <li>• Pupils effectively apply their learning across a range of subjects.</li> <li>• All pupils can read and can articulate their learning – what they are good at and what their next steps are.</li> <li>• Pupils understand the importance of daily activity in maintaining a healthy lifestyle.</li> <li>• Pupils can articulate their understanding of the school’s vision and ethos.</li> <li>• Pupils have a developing spirituality within the context of their daily lives within school demonstrated through the events, CW feedback and RE lessons notes made.</li> <li>• Pupils understanding of their heritage is growing through the events planned.</li> </ul> |
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| <p>We have a powerful focus on community. We expect all of our school to be part of this community and contribute to it positively.</p> <p>We role model and live our vision daily from senior leaders, all staff and pupils.</p> <p>Much of the curriculum and collective worships programmes focus on 'impact' We teach our children: 'What you do matters!'</p> | <p>All pupils will have experienced a broad, challenging and contextually relevant education.</p> <p>Children will have developed an understanding of the curriculum overarching aims and themes over time.</p> <p>The skills and attributes that have been taught and embedded will be:</p> <ul style="list-style-type: none"> <li>• Transferrable</li> <li>• Relevant for the next stage of their education</li> <li>• Contextual</li> <li>• Sustainable</li> <li>• Able to ensure they continue to be effective, successful life-long learners</li> </ul> <p>The children will have a secure knowledge base in readiness for KS3. They will be confident readers who read for pleasure and to be successful learners. Their knowledge will be based around carefully chosen concepts that will lead to further success in the national curriculum aims.</p> <p>We implement our curriculum guided by the above policies. Each term pupils are asked about their learning and carry out a capabilities assessment as a class. Teachers then use these to support planning using the National curriculum age related objectives, skills progressions and our school schemes of learning. Planning in the school requires teachers to plan specifically for cross-curricular learning, outdoor learning and opportunities to apply English and maths learning in other subjects.</p> |  |
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Linked documents:

[An Daras Capabilities Design Framework](#)

[Visible Learning Dispositions](#)

[Curriculum Policy](#)

[Teaching and Learning Policy](#)

[Curriculum Overview](#)

[Curriculum Enrichment Plan](#)

[Curriculum planning documents](#)