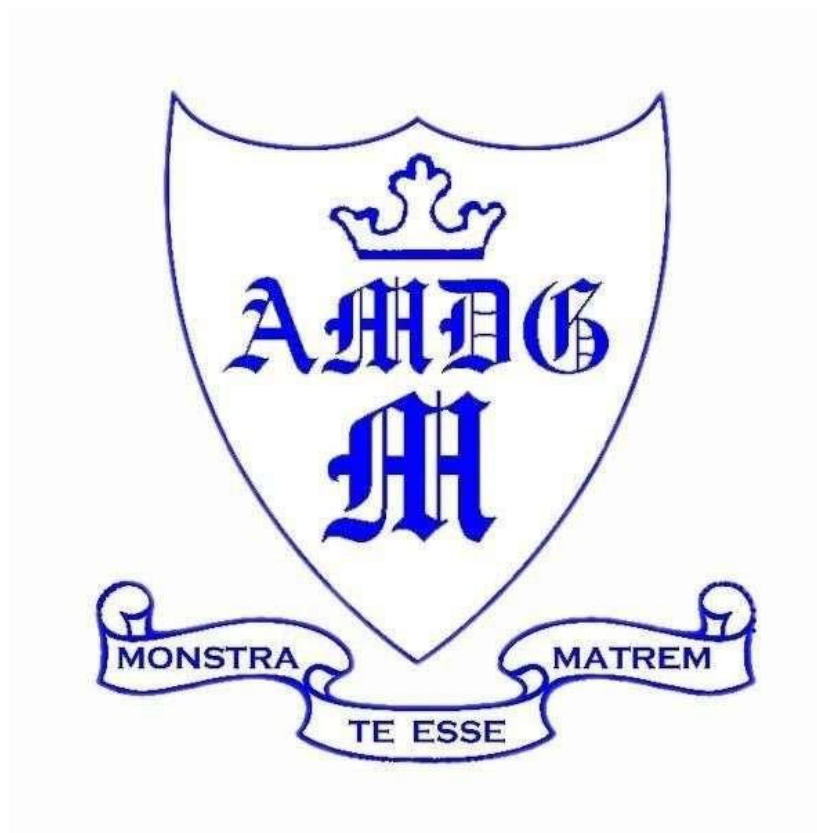


SAINT MARY'S CATHOLIC PRIMARY ACADEMY

Mr J O'Connor – Head Teacher



CURRICULUM POLICY

Approved by Joseph O'Connor	Date: June 2026
Last reviewed on:	Date: May 2026
Next review due by:	To be monitored and updated as required.

CURRICULUM POLICY

Mission Statement

"We Value All in the Name of Jesus the Christ"

Learning is a sacred endeavour.

How is the curriculum sacred?

Through the study of the curriculum, we enable our pupils to discover the multi-faceted beauty of communication, understanding, and exploration of relationships with themselves, each other, and the mysterious nature of God's world.

Intent

At St Mary's Primary Academy, we endeavour to inspire a love of learning within all of pupils and strive to enable all of them to master the objectives of the National Curriculum in order to prepare them effectively for the next phase of their education and their life beyond school.

We are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners. We will aim high, striving for every child to achieve more than they thought possible. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all where children feel safe to try new things.

Curriculum Aims:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Promote fundamental British values and protected characteristics.
- 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.
- For all pupils to make the best possible progress and to achieve the highest possible attainment.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide children with an inspiring curriculum to promote creativity and a thirst for learning.

A broad and balanced curriculum is not just the timetabled subjects; it is every student's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, careers, how to behave, how to have tolerance of others, wellbeing and good mental health.

The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law.

We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum. We believe that all students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

Quality First Teaching

At St Mary's, this means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress. Rosenshine's Principles pedagogy underpins all teaching and learning approaches.

- Staff have high expectations of themselves and all of the children.
- Teachers impart knowledge accurately and with enthusiasm.
- Teachers take into account prior knowledge and experiences and to build upon this in a systematic way.
- Highly focused lesson design with focused knowledge-rich learning intents.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate children.

The curriculum has been reviewed with governors, senior leaders, middle leaders and teachers.

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.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2015 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.

Roles and Responsibilities

Local Joint Governing Body

The local governing committee will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The local governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).

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 local governing committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The local governing committee 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 SEND.

All staff

All staff will ensure that the school curriculum is implemented in accordance with this policy.

Organisation and Planning

Our curriculum is designed to reflect the Catholic character of our school, our school context and the locality of Grimsby, with the children having multiple opportunities to learn about and to learn within our local area. Within our curriculum we plan specific opportunities to develop pupils' knowledge and experiences beyond the National Curriculum in order to develop their cultural knowledge and character. Our curriculum is an entitlement for all pupils regardless of their starting point.

Medium term plans are written to ensure coverage of the foundation subjects. Weekly planning uses the learning objectives, substantive knowledge and disciplinary knowledge from the medium term planning for each session. The weekly plan identifies key resources, questions, and adaptations based on prior learning, retrieval practice and promotes challenge and extended thinking.

Teaching is carefully tailored to meet the needs of all the children and builds on prior learning from EYFS to the end of KS2, ensuring consistency and progression across the whole school.

Subject leads quality assure the sequencing linking to the knowledge and skills taught to ensure that prior knowledge is built upon and higher order skills such as problem solving and critical reasoning are developed. Subject leads ensure that learning meets the requirements of the National Curriculum and provide support in ways to expand its scope wherever possible.

Learning environment

Organisation of the classroom/learning environment is adapted to the children's learning needs;

- The use of learning resources and ICT is developed to allow children to work independently and successfully;

- Displays are used to celebrate children's work, support learning and the knowledge and vocabulary the pupils have gained.

Inclusion

Teachers set high expectations for all pupils. They 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 plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject and ensure that there are no barriers to every pupil achieving.

Intervention

Individuals and groups who are not making sufficient progress are identified:

- Provision for intervention is mapped according to need
- Detailed plans are put into place
- All interventions are time bonded and data driven

Interventions are evaluated and relevant adjustments are made;

- Pupil Progress and SEND review meetings take place termly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

Further information can be found in our statement of equality information and objectives, and in our SEND policy.

Monitoring arrangements

Subject leads provide a strategic lead and direction for the subject. They monitor the way their subject is taught throughout the school to plan improvement by:

- Learning walks
- Monitoring planning
- Pupil progress
- Team teaching
- Book scrutiny
- Pupil voice
- CPD/ Staff updates

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

Planning is monitored by the leadership team to ensure that planning is current and used as a working document. They ensure that skills and knowledge are identified in planning, meeting the needs of all children and developmental feedback is provided in line with the school's marking policy.

Links with other policies

This policy links to the following policies and procedures:

- EYFS Policy
- Assessment Policy
- SEND policy
- Equality Policy
- Marking and Feedback Policy
- Pupil Premium Policy
- Behaviour Policy
- RSHE Policy

Implementation

Through clear strategic planning, our curriculum provides not only memorable experiences (Hook Days) but is rich in opportunities from which the children can learn and develop transferrable skills. The acquisition of knowledge and the development of skills is carefully planned to create a purposeful and exciting learning sequence with cross curricular links within the topics chosen. In order to ensure that progression and balance is maintained, the programmes of study are developed into medium term plans which clearly highlight the learning objectives and assessment opportunities.

Weekly planning is then adapted to the needs of each class, linking to prior learning, resourced and includes questioning prompts to promote challenge as well as to scaffold. Teachers plan and tailor units of work and lessons to address the specific individual needs of pupils so that all pupils are able to reach their full potential regardless of their starting point. Quality first teaching is provided to ensure that accelerated progress is promoted in each lesson. Our marking policy is implemented consistently and provides opportunities for children to reflect on their learning and think deeply and carefully about their feedback.

Our Early Years setting follows the curriculum as outlined in the 2025 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Core Subjects

English

At St Mary's, we believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We aim to deliver high quality teaching of basic and higher order reading, writing and listening skills to enable children to become confident and successful in their literacy.

Reading

Intent: Our Reading curriculum will instill a personal love of reading for all children. Children will become fluent and confident readers whilst engaging with a stimulating range of texts from a variety of genres in both fiction and non-fiction. Through this curriculum, children will develop and nurture the essential skills of word reading and comprehension.

We believe in developing a reading culture throughout the school by encouraging high-level, independent and fluent readers who show an awareness of the skills required for reading. This is achieved through a curriculum that focuses on the VIPERS skills (vocabulary, inference, prediction, explanation, retrieval and sequence/summary). All children also have access to a library to engage pupils with reading for pleasure. High priority is given to teaching reading in explicit daily reading lessons. The children are immersed, as a class, in a rich and engaging text; these texts are chosen for their topic links, modern themes or classic features. During these lessons all children are exposed to the word reading and comprehension skills necessary for a well-rounded and independent reader. The focus of these lessons is closely linked to the end of year expectations for each year group. Our method of teaching reading ensures all children are able to develop their verbal reading skills and their comprehension and understanding needed for high level questioning.

Children are able to read appropriate books from school or home on Little Wandle or from the book bands once the children are no longer on Little Wandle. Pupils in Year 1 and above are enrolled in the Accelerated Reader scheme, which provides personalised learning for pupils once they are fluent readers following Little Wandle. Children complete an online test at the beginning of every term, which gives them a personalised range of books to choose from. They complete a quiz to assess comprehension when they finish a book and can see their progress towards individual targets. Children are able to read appropriate books from school or home on this scheme. Children are expected to undertake reading as part of their weekly homework and all pupils should be reading at least 4 times a week. In Key Stage One, children should be supported with their daily reading by an adult. This may become less frequent in Key Stage Two as they choose to read more independently, however, adults should still actively track their children's reading at home and record any comments or discussion in their reading records. This is a vital role for parents to play in improving their child's reading.

Assessment:

Teachers actively and regularly track children's word reading in Key Stage 1, by listening to the children read weekly. In Key Stage 2, this is completed within reading lessons as the children read out loud to the class. In addition to this, all children in Years 2-6 are formally assessed on their comprehension skills every term and in Year 1, in Lent and Pentecost term.

Writing

Intent: Our Writing curriculum will allow children to develop and thrive with the transcription and composition elements of writing. Children will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Children will find writing engaging and enjoyable by writing based around a range of exciting stimuli and understand the importance of writing as a life-long skill.

We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in topics, talk and preparation for writing is essential to the writing development process. We teach writing through teacher-led class composition, guided writing with small groups, independent writing and in the EYFS, providing many opportunities for child-initiated developmental writing. We use the Jason Wade writing clusters approach in teaching writing, where the children use text as a stimulus, explore knowledge and vocabulary, and use modelled and shared writing to practise variety of sentence structures, before writing independently.

Grammar and punctuation are explicitly taught, and children develop a good understanding of how to use these correctly. The Rainbow Grammar approach is used in writing lessons to help pupils to make progression in sentence writing. Writing is always for a purpose, often linked to class topics and teachers are encouraged to make full use of the school environment to provide opportunities for stimulating writing ideas. Writing is promoted across all areas of the curriculum and classrooms and corridors are vocabulary-rich environments. Children develop an understanding of the requirements of each text type and have good examples to follow before being asked to produce their own. Pupils are given opportunities to write at length and a piece of work may take several days to complete as they go through the writing, editing and publishing process.

Assessment:

Teachers guide pupils in their writing through careful individualised marking, positive reinforcement is used as well as next steps to help children improve. Work is assessed using marking expectations grids for each year group.

Spelling, Punctuation and Grammar (including phonics)

In Early Years Foundation Stage (EYFS) and Year 1 children will follow the Systematic Synthetic Phonics programme, 'Little Wandle' on a daily basis. This follows a lesson structure which embeds previous learning, providing opportunities for the pupils to practise their learning in addition to teaching the next step. Phonics is taught explicitly in EYFS and Year 1, and for children in Y2 who have not passed the Phonics Screening Check.

Children in Year 1 participate in a statutory National Phonics Screening Check. Those identified as needing additional support will continue to be taught phonics until they are secure with this. Children's phonological awareness and spelling strategies are regularly assessed and this informs teaching.

In Key Stage 2 children are given greater responsibility for developing their own spelling in addition to the school spelling scheme. Word banks related to National Curriculum spelling patterns and the end of phase spelling lists are often used. Children in KS2 focus on learning the spelling patterns and words from the National Primary Curriculum. They have discrete spelling teaching at daily and homework based on these patterns. Children are taught to employ their knowledge of sounds, patterns and to

look for links in words to find effective methods for their own use and we understand that no one method will work for all.

Grammar and punctuation are taught explicitly as well as forming part of each lesson and identified in marking, with children in KS2 completing regular spelling, punctuation and grammar tests in preparation for the end of KS2 assessments.

Assessment:

The children are formally tested on spelling punctuation and grammar in both Key Stage One and Key Stage Two in their end of Key Stage SATs tests. In all year groups, the children will have termly assessments to monitor their progression across the year and to identify targets and gaps in their learning which need addressing. Every week, children will have a spelling test working on the spelling words for their phase. These spelling patterns will support them with the SATs spelling tests.

Handwriting

Handwriting and letter formation are taught explicitly throughout the school through the use of the Nelson handwriting program. It is taught in a script that will enable pupils to join through forming each letter with a lead-out ready to join to the next letter. Early intervention and regular handwriting lessons in the Foundation Stage and KS1 aim to ensure all pupils are writing in the appropriate style by the time they reach Year 3 and at this point, children may be introduced to writing in pen. Good presentation is emphasised at all times and through all forms of writing. Pencil grips and writing boards are available for use by pupils that require them. The school has high expectations of handwriting and presentation of work and children are held to account for ensuring their work is always of an appropriate standard.

Speaking and listening

Children are provided with many opportunities to develop their speaking and listening skills through drama, discussions and paired work. Children play an active part in presentations, topic talks, group discussions, debates and drama activities on a regular basis and speaking and listening opportunities are planned for and exploited across the curriculum.

Maths

Intent: At St Mary's, we believe that all children, no matter what their starting points, can become confident, competent and curious mathematicians. Through the use of the White Rose Maths scheme, we want to ensure children experience a range of concrete, pictorial and abstract learning to maximise their understanding of mathematics. It is essential that, through EYFS and KS1, children have a secure knowledge of number at the earliest opportunity and use all available time to make as much progress as possible in this area. Our Maths curriculum, through consistent high expectations and challenge, ensures the majority of children leave KS2 with sustained Mastery. This means children are fluent in basic concepts, can reason mathematically and are able to make links with their knowledge to solve problems in relation to national standards. It is our intent that children build on some of the school's intents in Maths specifically, working independently and collaboratively, building on prior knowledge, showing resilience and reflecting on their own and others' work.

Mathematics is a body of knowledge which provides a way of viewing and making sense of the world. It can be used to analyse and communicate information and ideas and to tackle a range of

practical tasks and real life problems. Maths is a proficiency which involves confidence and competence with numbers and measures.

Through Maths lessons it is our aim:

- To develop enjoyment of mathematics and a confident approach.
- To experience a sense of achievement regardless of age or ability.
- To develop mathematical understanding and skills through a practical approach, enabling children to apply their knowledge to everyday situations and problems.
- To develop the children's abilities to use mathematical language to talk about their methods and explain their reasoning.
- To ensure that all children understand the number system and can use a variety of computational strategies: oral, mental and written.
- To develop children's abilities to approach mathematical problems and puzzles in a systematic way.
- To match learning experiences to the abilities and needs of the children.
- To maintain a framework of learning throughout the school through which continuity and progression can be ensured.
- To understand and appreciate pattern and relationship in mathematics.
- To achieve mastery in Maths.

Assessment:

Children in Reception are assessed through their day-to-day activities and observations. Marking and verbal feedback are used to provide feedback and support daily. From Year 1, termly White Rose tests are used to help aid teacher judgements. These formative and summative assessments help support and identify certain areas of Maths that teachers need to revisit for their class/year group.

Science

Intent: In Science, we intend to inspire pupils with a curiosity and fascination about the world around them. We will develop their scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. We will develop their scientific language, enabling children to talk about their methods and explain their findings and conclusions. The curriculum will motivate them to become effective communicators of scientific ideas, facts and data whilst enhancing their practical skills of scientific enquiry.

Science teaching at St Mary's Catholic Primary Academy aims to ensure that all pupils know and understand:

- A developing scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- A developing understanding of the nature, processes and methods of science through different types of investigations that help them to answer scientific questions about the world around them
- The scientific knowledge required to understand the uses and implications of science, today and for the future

- To stimulate enquiry into the nature of our environment and our place within it with a view to developing increasing environmental awareness resulting in young people with respect for our planet.
- To develop the confidence to apply what they have learned to a variety of situations and to realise the cross curricular links that are possible within the subject of science.
- To develop a set of attitudes which will promote scientific ways of thinking, including open mindedness, perseverance, objectivity and recognition of the importance of teamwork.
- To enhance pupils' practical skills involving: meticulous observation, accurate and appropriate measuring, the making and testing of hypotheses, the design of fair and controlled investigations, the drawing of meaningful conclusions through critical reasoning and the evaluation of evidence.
- To become effective communicators of scientific ideas, facts and data.

Assessment:

Knowledge organisers are used in each lesson, with the focus on key knowledge and key vocabulary. Retrieval practice is built into each lesson. The skills of 'Working Scientifically' will be assessed during investigations and recorded through the teachers marking/comments in their books.

Religious Education

Intent: In Religious Education, we will provide children with a deepening understanding of the Catholic faith, as well as a well-rounded view of the different world religions. We aim to guide them in their understanding of the key elements within each religion, how these are celebrated and to promote tolerance and understanding towards all religious beliefs. In doing so, we promote self-reflection and aim for all children to understand how their own beliefs and ideas are both similar and different to others around them.

Aims of Religious Education as stated in the RED 2023

- to engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life;
- to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- to present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society;
- to give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own;
- to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;
- to stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- to enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.

We aim to enable pupils to:

- Recognise the influence of beliefs, values and traditions on cultural and community life.
- Ask challenging questions about the ultimate meaning and purpose of life; beliefs about God; the self and the nature of reality; issues of right and wrong and what it means to be human.
- Have opportunities for personal reflection and pupils' Spiritual, Moral, Social and Cultural (SMSC) development
- Learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- Develop their sense of identity and belonging and enable them to flourish individually within their communities and as citizens in a multi-faith and multi-cultural society and global community
- Develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own
- Show discernment and enable pupils to combat prejudice.

At St. Mary's, the 'RED' programme is used to help children to learn about, explore and question scripture, and how they can follow the teachings of Jesus.

Our curriculum is strongly rooted in scripture and follows the story of Jesus as we journey with Him through His life, death and resurrection. It is designed for children to be curious and is an invitation to 'know Him more clearly'. We encourage an inquiry-based approach to RE, with our children asking questions and discovering through their units of learning. Through reflecting on a 'big question' or 'I wonder questions' for each theme, children aim to discover their response to each question.

The outcome of our Religious Education:

'The outcome of Religious Education is religiously literate and consciously engaged young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to reflect spiritually and think ethically and theologically, and who recognise the demands of religious commitment in everyday life' (RED: To Know You More Clearly').

Teaching and learning strategies from across the curriculum can be appropriately adapted appropriately to inspire the learning needs of pupils and to help foster children's sense of awe and wonder.

Assessment:

Children will be assessed throughout the year on their understanding of different religious beliefs and ability to draw comparisons to other religions. We will also assess their ability to compare different ideas to their own beliefs and how these beliefs impact the wider world. The emphasis predominantly on the children's ability to reflect on themselves as a member of society.

Assessing and Recording Achievement

As a Catholic school our main concern is with the development of:

the whole child;

the formation of the Christian character; the

ability to take their place in society; the

fulfilment of academic potential.

To this end, the profiling of the pupil's whole person development is as important as the assessment of academic outcomes. We use assessment against the expected end of year outcomes as a guide to pupil attainment and use this in line with our Assessment for learning policy.

Teachers report pupil attainment on 'Arbour', the platform we use to record assessment in all subject areas. In our R.E. books, children give a written response to their 'big question'. We use 'driver words' as part of our teaching and assessment of R.E. learning to help our children to be part of the assessment process and to help them to progress.

Foundation Subjects

Computing

Intent: In Computing we will teach the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. We will build on this knowledge and understanding so that pupils use information technology to create programs, systems and a range of content. We will focus on being safe whilst working in a digital environment and understand the digital footprint we leave. The curriculum develops pupil's digital literacy so that they are able to use, and express themselves at a level suitable for the future workplace and as active participants in a digital world.

We use the 'I Compute' scheme from EYFS to Year 6 to ensure a thorough coverage of the National Curriculum objectives as well as clear progression between year groups. An understanding of online safety is built into the planning. Each year group is given an understanding of how computer systems work, an understanding of what data is and how it is used, given the chance to develop their programming skills and given the opportunity to create digital media.

We aim to:

- Ensure all children know how to be safe when using computing technologies and what to do if an incident occurs.
- Ensure that all pupils have ready access to computing equipment in the classroom and throughout the school.
- Provide all pupils with equal opportunities as specified in the Equal Opportunities Policy.
- Enable pupils to build on their previous computing experiences.
- Teach pupils life skills and make them independent learners.
- Develop pupils' skill and confidence in their understanding and use of Computing
- Develop pupils' application of their skills.
- Use computing to support and improve learning and teaching across the curriculum.
- Teach pupils how to use computing equipment in the most effective way.
- Enable pupils to plan and assess their use of computing across the curriculum.
- Provide pupils with stimulating and challenging work using computing.
- Improve pupils' knowledge and understanding of the many uses of computing in modern society.
- Celebrate pupils' success in the use of Computing.

The key areas developed in Computing are:

- Computer science;
- Information technology;
- Digital literacy

Assessment:

Teachers assess the children's computing skills and understanding from the tasks that they complete during lessons. Ongoing assessment is employed in each lesson where the teacher observes the children's keyboard and mouse skills, their ability to use a search engine effectively and their knowledge of how to stay safe on the internet.

RSHE

Intent: Our RSHE curriculum will encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. We believe that children are all individuals and this will be promoted through discussion and encouragement of tolerance.

We provide pupils at St Mary's with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. All children learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The Catholic Ten Ten 'Life to the Full' programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- Have a sense of purpose.
- Value self and others.
- Form relationships.
- Make and act on informed decisions.
- Communicate effectively.
- Work with others.
- Respond to challenge.
- Be an active partner in their own learning.
- Be active citizens within the local community.
- Explore issues related to living in a democratic society.
- Show respect for all people whatever their faith, belief or culture.
- Become healthy and fulfilled individuals.

Assessment:

Teachers assess their class's RSHE skills through discussion-based feedback and tasks they complete during the lessons. Additionally, teachers consistently consolidate the learning from RSHE through all areas of the curriculum and evidence is apparent in the children's language, attitudes, values and behaviour.

Geography

Intent: In Geography, we intend to inspire pupils with a curiosity and fascination about the world and its people. Pupils will gain knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We intend to develop children's competency in the geographical skills through the use of fieldwork, maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Geography is important in our school; it provides a means of exploring, appreciating and understanding the world in which we live in and how it has evolved. We especially want the children to be knowledgeable of their local area, Grimsby, and explore this through topics and getting out into the local environment. We explore the relationship between Earth and its people. It stimulates curiosity and imagination. Children will learn about natural wonders as well as current issues in the world today.

- Inspire in pupils, a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- Develop a growing knowledge about the world to deepen their understanding of the processes that give rise to the key physical and human geographical features of the world.
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.
- Develop their knowledge of the location of places of global significance, their defining physical and human characteristics and how they relate to one another.

Develop the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, globes and aerial photographs.
- Communicate geographical information in a variety of ways, including through maps and writing at length.

Assessment:

Assessments will take place after each completed unit and towards the end of the school year to assess and review pupil's progress and attainment. These assessments will be drawn from teacher assessment and formative assessments based on their development of geographical skills.

History

Intent: At Saint Mary's, our History curriculum is designed to inspire children's curiosity about the past through a topic-based approach and hands on experience wherever possible. Children have voiced what they want to know about their country's history so we strive, through our topics, to deliver this.

We teach our children how Britain has influenced and been influenced by the wider world. Children are also taught about significant historical events that have shaped the world in which we live in today, as outlined in the national curriculum. The teaching of history in our school is intended to equip pupils to ask relevant questions about the past, analyse evidence, think critically, appreciate different perspectives, and develop informed judgements. Our History curriculum is intended to help pupils to

understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.

The aim of History teaching at St Mary's is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to Social, Moral, Spiritual and Cultural education by teaching how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources, allowing them to learn through discovery. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'How do we know?', about information they are given.

Assessment:

Teacher assessments will take place after each completed unit and towards the end of the school year to assess and review pupil's progress and attainment in, chronological understanding, depth of historical knowledge and enquiry.

Modern Foreign Language - French

Intent: At St Mary's, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects

Our MFL curriculum aims to give children an awareness of other cultures and the confidence and resilience to communicate in French for practical purposes, using both written and oral French. We aim to give pupils a foundation for language learning that encourages and enables them to apply their knowledge and skills – knowledge, skills and vocabulary that are built on from prior learning and repeated with increasing complexity.

The skills developed in French will include:

- Understand and respond to spoken and written French.
- Speak with increasing pronunciation, fluency, confidence and spontaneity.
- Can write in French at varying length.
- Discover and develop an appreciation of a range of writing in French

Assessment:

Teachers assess the children's understanding, pronunciation and fluency of newly introduced French vocabulary as well as using the correct grammar, for different purposes and audiences. Formative assessments inform adaptations made to planning to ensure pupil's attainment.

Art

Intent: At St Mary's, we value Art and Design as an integral part of our children's right to a broad and balanced curriculum. The teaching of Art and Design is developed to build on children's prior learning and provide opportunities to be creative through curricular and cross-curricular topics. Children are enabled to develop and extend their creative skills with the opportunity for self-expression and a chance to build their resilience, confidence and critical thinking skills through working independently and collaboratively with others. Children are introduced to a variety of artists both local and in the wider community to enhance their cultural capital and know about life beyond Grimsby - this enables the children to reflect on their own history and heritage while understanding the richness of societies world-wide. At St Mary's, the intent of our Art and Design curriculum is to encourage the children to be artists and create, craft and design their own creations.

We use a variety of teaching and learning styles in Art lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities.

Units of work always include spending time appreciating the work of one or more artists. These might be older artists or those with a more modern style. Children examine how the artist produced their artwork, rehearse the techniques themselves and then use these to produce work of their own in the same style.

Teachers draw attention to good examples of individual creative work as models for the other children and we encourage the children to evaluate their own work as well as the work of their peers. Within lessons, we give children the opportunity both to collaborate as well as work independently and have the opportunity to use a wide range of resources.

Assessment:

Teachers assess children's work in Art by observing them work during lessons. Verbal feedback is offered throughout the lesson, whilst not compromising a child's creativity. Artwork is marked at the end of the unit of work in each child's Art sketchbook, with teachers providing comments which refer to the child's use of the skills and techniques taught.

Design and Technology

Intent: Our DT curriculum will develop imaginative thinking in children to enable them to talk about what they like and dislike when designing and making. It will enable children to talk about how things work, and to draw and model their ideas. Throughout this curriculum children will be encouraged to select appropriate tools and techniques for making a product, whilst following safe procedures.

At St Mary's, we want our pupils to be exposed to inspiring, rigorous and practical DT projects, whilst acquiring skills and knowledge to create products suitable for a purpose and audience. We encourage our pupils to use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We want our pupils to see where possible that DT links with other curriculum disciplines including mathematics, science, computing and art.

We use a variety of teaching and learning styles in Design and Technology lessons. Our principal aim is to develop the children's knowledge skills and understanding. Within lessons, we give the children the opportunity both to collaborate and work independently and have the opportunity to use a wide range of resources. Children are taught to use a range of tools and to use these creatively. Children have the opportunity to understand and apply the principles of nutrition and learn how to cook. Children learn to critique, evaluate and test their ideas and products and the work of others. Teachers draw attention to good examples of individual creative work as models for the other children and we encourage the children to evaluate their own work as well as the work of other children.

Assessment:

Teachers assess children's work in Design and Technology by observing them during lessons. At the end of a topic or series of topics, teachers make a judgement against the National Curriculum levels of attainment, thus informing planning and informing an annual assessment of progress for each child.

Music

Intent: Our Music curriculum will engage and inspire pupils, developing their love for and interest in music. It will develop their skills and confidence in playing musical instruments as well as nurturing their critical engagement, eventually being able to appraise and compose pieces of music.

The Aims of providing a musical education is that it will be:

- **Relevant** to children's lives in and out of school
- **Inspiring** to children, leading them to explore different musical styles in their listening and to make music within and beyond the classroom
- **Accessible** to all

The teaching and learning of Music develops children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of activities. Music lessons facilitate the communication of musical dimensions (timbre, pitch, texture, tempo, duration, structure & dynamics), through composition, improvisation, listening and appraising to develop an understanding of music from different eras and cultures. To enables children to develop their skills and techniques as singers, instrumentalists and performers.

Assessment:

Teachers assess children's work in Music by observing and videoing them work during lessons. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

PE

Intent: A high-quality P.E curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, they analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve upon them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles.

Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity. P.E helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of activities. Physical education promotes children's understanding of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle.

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and compete with each other and have the opportunity to use a wide range of resources.

Assessment:

Teachers assess throughout lessons using formative assessment and make adaptations where necessary based on skills and progress.

Personal Development

At St Mary's, we strive to create a learning environment that promotes our pupils' Spiritual, Moral, Social and cultural development (SMSC). Equipping our pupils with the knowledge, skills, attitudes and values they will need to be healthy and respectful citizens and to succeed in their future lives.

Opportunities are provided throughout our curriculum, as well as assemblies and extracurricular activities:

- We encourage our pupils to be reflective through pupil voice.
- Develop opinions and points of view through class discussions.
- Celebrate achievements through weekly Celebration Assemblies and end of term awards.
- Encourage children to reflect on their own behaviour and develop coping strategies.

British Values

We teach British values at St Mary's throughout the curriculum and wider school, these include:

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual Respect
- Tolerance for those of different faiths and beliefs

To do this our children will develop:

- An understanding of how citizens can influence decision-making through the democratic process.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An understanding that people having different faiths and beliefs (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.

Impact

Children leave St Mary's Catholic Primary Academy ready for the next stage in their learning at secondary school. The curriculum will have provided a range of knowledge and skills to support them in their future endeavours. The children are able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The children have a strong desire to embrace challenge and to be resilient learners. Our curriculum also enables our pupils to become good citizens and demonstrate an appreciation for others. Our children are respectful and show tolerance and acceptance to those from different faiths and backgrounds.