

## Sacred Heart Catholic Primary School



*To Grow in Wisdom and in Grace*

### CURRICULUM STATEMENT

At Sacred Heart School our aim is to provide a curriculum that is both interesting and exciting and engages the pupils. We make sure that the curriculum encourages a life-long love of learning and a call to pupils to have an enquiring mind.

Through our curriculum, we strive to develop the skills, knowledge and learning attitudes of our pupils so that they may become the best that they can be.

Our Catholic values help children to develop their social and moral code, as they build their sense of uniqueness and self-worth as an individual. We believe all children deserve the opportunity to nurture their individual talents and to achieve their true potential. We aim to encourage the children to develop their understanding of their local and national heritage and their role in modern Britain today. We encourage them to embrace all that multi-cultural Britain has to offer and develop their understanding of the global world, within which they are a citizen of the 21st Century.

The guiding principles of our curriculum are built around our desire to elicit greater learner involvement in their work. This can only be achieved if we have a good understanding of what the children already know and what they are inspired to find out about. We use the information gained from pre-learning tasks and attention grabbing activities as a spring board for the plans that we make.

What is taught at Sacred Heart is so much more than the formal education. It is also about the message our children receive through their experience of being at our school. The unplanned parts of the curriculum that take place outside lesson time are just as rich and varied. Talk to any of our pupils and they will tell you how they learn from each other, the pride they have in their care and concern for others, the high expectations for their behaviour, the community action projects undertaken by every class and the termly focus on virtues and values that allows them the opportunity to 'Grow in Wisdom and in Grace.'

We have paid careful attention to how our curriculum is organised in order to ensure that there is coherence to what we teach. This allows our pupils to build upon their underlying skills and knowledge across the curriculum and to draw links between their learning across the year groups.

To this end we regularly conduct curriculum reviews in order to assess the progression of skills and knowledge that runs throughout the school to ensure that there is an interesting and exciting curriculum that engages the pupils. We make sure that the curriculum encourages a life- long love of learning and a call to pupils to have an enquiring mind.

We have ensured that our staff have a strong subject knowledge in order to be able to deliver the curriculum and draw on the expertise of specialist teachers where necessary to further enhance what we have on offer.

We have made sure that we know where each and every child's skills and talents lie by ensuring that the teachers know when and where it is useful to assess. We do not over rely on formal testing but have a range of strategies in place to inform us of what each child needs to do next in order to progress.

We have used the time that we have available to us wisely in order to create a timetable of lessons that ensures good coverage of all curriculum areas. We punctuate our timetable with the use of immersion days for specific curriculum areas. Children enjoy digging deeper into subjects and topics for full days to deepen learning and to apply skills purposefully. We block topics to make the most of teaching time and allow for deeper subject knowledge to be acquired as well as incorporating school trips to inspire and supplement learning.

## Religious Education at Sacred Heart Catholic Primary School

### Learning & Growing as the People of God

The schools of the Archdiocese of Birmingham use the Diocese's own curriculum strategy from Reception to Year 6 called 'Learning & Growing as the People of God.' (often referred to as the Strategy). The Strategy was written using the Learning Outcomes provided in the Bishops' Conference document the Curriculum Directory as a basis. Rather than produce a lesson by lesson scheme of work the Strategy provides teachers with a range of suggested cross-curricula activities which we use and adapt to suit the needs of the learners in their class in order that their children achieve the learning outcomes. This flexibility also allows teachers to incorporate their own ideas, creativity and imagination into the delivery of the Strategy.

The Strategy is divided into a number of units, usually 12, which cover four main areas of study. It is through the construction of a spiral curriculum that children's knowledge and understanding is developed. The children learn about the Liturgical Seasons of the Church's year. They find out about the significance of each season, its particular signs and symbols and the different liturgies celebrated in each season. The children also study both Old Testament and New Testament Scripture in order to give them familiarity and knowledge of Scripture as well as allowing them to explore and understand how our Catholic beliefs are rooted in what Scripture reveals to us.

Sacramental preparation takes place in Year 3 and Year 6 as part of the taught curriculum with preparation for Holy Communion and Confirmation. A key element to each unit is the opportunity to link the learning with opportunities for prayer and reflection.

Other faiths are explored through assembly time where we learn about tolerance, mutual respect and tolerance. During focused themed weeks, children learn about other faiths celebrated across the world as well as in Britain. This strengthens our faith through understanding how others celebrate their faith.

## Mathematics

The school aims to give all children a thorough understanding of number work, shape, space and data handling. A strong emphasis is also placed on investigative and problem solving activities. The work is delivered through a balance of individual programmes, group work and whole class lessons. Our mathematics curriculum has the overall aim of meeting the individual needs of children of all abilities, as well as offering challenge and enjoyment.

There is a strong commitment to practical activities leading to mathematical understanding as well as in mental arithmetic as a basis for the children to be able to tackle more complex mathematical operations with confidence. The school has incorporated the objectives of the Curriculum 2014 fully into its Mathematics curriculum.

In order for all children to access the curriculum we provide an up to date range of teaching strategies, styles and practical resources. We invest in regularly in staff professional development and are constantly reviewing our provision. Our termly Newton award encourages children to enjoy the challenge of solving problems and to apply the skills they have learnt in everyday situations.

## English

English is a core skill that underpins the whole of the school curriculum. We intend to develop children who have a love of reading by providing every child with high quality reading experiences. We regularly celebrate reading through focussed weeks throughout the school term. Our Roald Dahl award, given at the end of every term, celebrates progress in reading.

A love of reading has a direct impact on the development of writing. From entry into school at Early Years Foundation Stage (EYFS) the children are provided with creative opportunities to mark make which are developed upon as they progress throughout the school. Children are taught the rules of grammar as well as many strategies for spelling. Handwriting is of a high standard and children work hard to earn the prestigious honour of a pen licence. Writing in all year groups is taught in a dynamic and engaging atmosphere. Enrichment opportunities for writing include: regional and national competitions; involvement in the Henley Youth Festival; read-a-thons and library challenges; visiting authors; World Book Day and performance poetry.

## Science

From the early years, children are provided with the opportunities for discovery and experimentation through first - hand experience. They are encouraged to

observe, discuss, classify, compare, set up fair tests and record and interpret their findings. Through their investigations children are given the opportunity to learn about life processes and living things, materials and their properties and physical processes. Our aim is to nurture the enquiring mind and extend children's knowledge and understanding of the world around them.

Our curriculum ensures there is a clear and cohesive progression of skills taught throughout the science curriculum. Wherever possible, links are made across curriculum areas to ensure these skills are embedded at every opportunity. Enrichment opportunities are carefully planned for and used to inspire the children's interest. These include: class trips, presentations, themed days and competitions.

Our termly DaVinci award is used to celebrate and encourage our children's endeavours.

## Physical Education

We aim to develop agility, physical co-ordination, fitness, confidence and enjoyment through physical activities. The school encourages all children to participate in sport in order to develop an appreciation of teamwork, a respect of and tolerance of the abilities of others and an awareness of opportunities to enjoy fulfilling leisure activities.

Swimming takes place during summer term in Year 3 at Henley Leisure Pool. Priority is given to increasing water confidence and ensuring that all children learn to swim. However, children that are more able swimmers are extended appropriately.

Team games are played in season, both within the school and against teams from neighbouring schools. We employ a team of specialist coaches who work closely with the staff to plan and teach lessons as well as offer the children regular opportunities to take part in competitive sporting events within the Henley partnership and the county. Our Sports Personality of the term award acknowledges those who have shown an excellent attitude and commitment to sports. Enrichment opportunities include: the daily mile; bike-ability; inter-house competitions and nutrition and well-being education.

## Music

The school uses a scheme of work that enables the teachers to deliver high quality lessons that meet the requirements of the national curriculum. We have ensured that there is a clear progression of skills that reach across all year groups.

The school also employs the services of specialist music teachers both from the County Music Service and the Henley Music School. These specialists provide whole class tuition in Year 3 (drumming) Year 4 (brass) and in Year 5 (guitar). There are many opportunities to pursue an interest in music at Sacred Heart, whether that be through individual lessons or through membership of our thriving school choir. Enrichment opportunities include: concerts and performances; involvement in local community events; collaborative projects and trips.

## Computing

Our computing curriculum ensures that the children have the skills required to meet the needs of the technological world. Great emphasis is put on internet safety. The children are taught to use technology purposefully and in an age appropriate way. The skills taught have well-planned links with other curriculum areas allowing the children the opportunity to become technologically literate. Enrichment opportunities include access to a wide range of technology which includes: wireless laptops, bee bots, Lego we do, I-pads and interactive smart boards.

## History

In every year group we embrace exciting and engaging themes that encourage our children to develop an interest in the past, to appreciate past achievements and major events - both national and worldwide, to build upon their sense of chronology and to develop an understanding of their own and their family's history and how values and attitudes may have changed.

Children are taught the skills necessary for the interpretation of primary and secondary source material, artefacts, maps and visual and auditory aids, books, the countryside, ancient sites, newspapers, records and documents. Within the framework of a cross curricular approach, we aim to develop an understanding of the nature of cause and consequence, continuity and change, similarity and difference.

We have considered carefully how we might enhance our lessons and have planned thoughtfully to inject a spirit of enjoyment into learning. Enrichment opportunities include: school trips, the use of hands-on resources, presentations to real audiences, immersive themed days and partnerships with community history providers.

## Geography

Children are encouraged to develop a lively and questioning awareness of their local surroundings. Their interest and knowledge of the variety of physical and human features will extend from their local environment to the national and international scene. Within the places studied children will acquire the skills necessary for the interpretation of geographical information and for geographical enquiry.

We make good use of the resource on our door step- the beautiful town of Henley on Thames. Enrichment opportunities include: walks, guided visits, regular surveys, field work and, in KS2, residential visits.

## French

French is taught across the whole of KS2. We make good use of the members of our staff who are bilingual and have carefully planned a progression of skills to ensure that we build upon the skills and knowledge across KS2. Enrichment opportunities include: close links with the local secondary school, French café and themed days.

## PSHCE and British Values

PSHCE stands for Personal, Social, Health and Citizenship Education and is central to our ethos; supporting children in their development and underpinning learning in the classroom, school and in the wider community.

We live in a complex and ever changing world and our children are exposed to an increasing range of influences. We aim to build on and complement the learning that has already started at home to provide the knowledge, understanding and skills that children need to lead healthy, fulfilling and meaningful lives, both now and in the future.

We encourage children to think about personal and social values, to become aware of and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

Our curriculum equips children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. A critical component of PSHCE education is providing opportunities for children to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter.

Spiritual, Moral, Social, Vocational and Cultural (SMSVC) development makes a significant contribution to our whole curriculum. This includes a focus on behaviour and safety, emotional wellbeing personal development making informed choices and understanding what influences their decisions. It enables them to recognise, accept and shape their identities, use their skills and talents for the good of others as well as their own development, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for a successful and happy future