

ST. STEPHEN'S CATHOLIC



PRIMARY SCHOOL

ST STEPHEN'S CATHOLIC PRIMARY SCHOOL

Working together to succeed through faith in Jesus Christ

Curriculum Policy

September 2020

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Statement of Intent

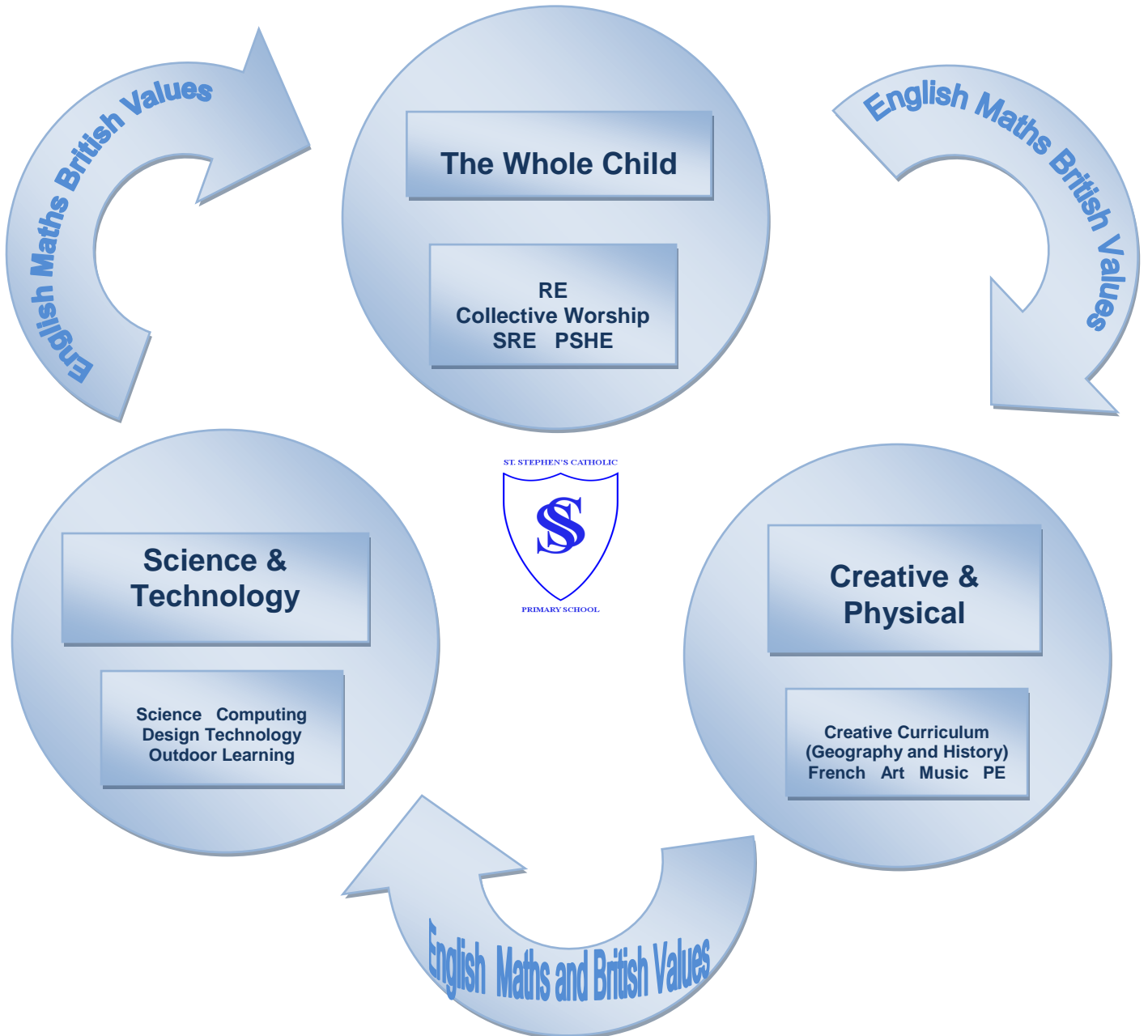
At St Stephen's Catholic Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

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Curriculum Model



2 Curriculum Intent

St. Stephen's Catholic Primary School endeavours to offer a curriculum that develops a well-rounded, responsible and happy pupil. We provide a programme of rich and varied opportunities that inspire and motivate our pupils fostering a love of learning for all. A broad and balanced curriculum is crucial to ensure our pupils are offered a wide range

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of life choices and opportunities and prepares them for the next stage of their education.

Our vision and Catholic mission is for our children to come to school filled with enthusiasm and an eagerness to learn recognising their gifts and talents every day. In order to do this, we aim to arrange a variety of enrichment activities for the children to visit interesting places, experience live performances and offer opportunities that they would never have the chance to be exposed to. We know that this will impact on their learning and improve attainment in all subjects as well help them to grow spiritually, morally and socially.

We believe in a school where the origins to our plans for teaching and learning stem from the 'why' rather than the 'what'. We want to enable students to understand the world around them and the skills that they hold within, so that they can become passionate, fulfilled individuals and pro-active, conscientious citizens of St. Stephen's and the wider community. In order to achieve our goal, we will teach engaging, inspiring lessons that cover a rich and varied curriculum. We know that this will result in happy pupils with a thirst for learning that will see them reach their vast potential in whatever field they intend to pursue.

3 Curriculum Implementation

As a school, we place a great deal of importance on academic learning. We take the progress and attainment of each child achieving the very best they are capable of very seriously. However, we also view each child as a complete person and our curriculum has been tailored to ensure that each child grows as a person and recognises their place in our community and in our ever- changing world.

Our curriculum has been designed to reflect that life at St. Stephen's Catholic Primary School is rich, varied, caring, inclusive, exciting, challenging, inspiring, but above all, rewarding. This runs through all subject areas, including our cross curricular approach to English and our Maths curriculum that builds upon knowledge gained over time and applied into problems and investigations.

Our approach to teaching across the whole curriculum puts children at the heart of their own learning; taking an active part in lessons and ensuring that the children are rich in language and cultural diversity. We recognise that children have a thirst for knowledge and we are committed to nurturing young writers, performers, readers, international speakers, mathematicians, scientists, historians, geographers, artists, designers, musicians, sports persons, computer users and so much more!

We aim to provide the building blocks of knowledge that enable the children to progress and follow their dreams through fostering the qualities of resilience and inquiry as well as planning opportunities for the children to know about keeping safe.

We also plan for and promote British Values, (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs) ensuring that children are aware of their rights and responsibilities as a UK citizen. They are values that give a simple message to our young people, 'In Britain, no matter what your background, you can fit in, you can succeed and you can belong'.

In order to allow the children to fully develop these aptitudes, language is a key focus for us. We aim to develop the children's communication abilities and also provide them with the rich and specific vocabulary (from across the curriculum) that underpins their knowledge and understanding.

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We are a school that proudly embraces change and does not shy away from the increasing use and dependence on IT in the world. Everything that we do in IT is geared towards removing the fear from using computers and the internet. Children use the internet and will continue to do so. Therefore, our responsibility is to prepare them for the digital world and motivate them to become responsible digital citizens. Staff members do everything in their power to stay up-to-date with the developments in this field and perpetually promote the importance of e-safety.

Learning is also enhanced by a carefully planned range of educational visits with their strong links to enhance the curriculum. Our curriculum is also structured to use the wealth of local resources (including those further afield) to enhance the children's learning experiences.

Our approach to assessment is built upon these milestones, looking to use assessment to monitor and support the children's learning over a number of years to ensure that their maximum potential is achieved.

4 Curriculum Impact

In order to determine the impact of the curriculum, subjects will be monitored across the whole academic year. Subject Leaders will work in collaboration with class teachers to conduct lesson studies, pupil voice and book/work scrutiny to ensure that our pupils receive the very best academic experience.

Term	Curriculum Area	Year Groups Monitored
Autumn 1	RE English Maths	Whole School
Autumn 2	English Science/Outdoor Learning Creative Curriculum Computing Art	English – all classes Art – R, 1, 3 and 5 Science/OL – R, 2, 4 and 6 Computing – 1, 3 and 5 CC - 2, 4 and 6
Spring 1	RE Maths French Creative Curriculum Music PE DT	RE and Maths – all classes French – 4 and 6 CC – 1, 3 and 5 Music – R, 1, 3 and 5 PE – R, 2, 4 and 6 DT – 2, 4 and 6
	English	English – all classes Science/OL – 1, 3 and 5

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Spring 2	Science/Outdoor Learning Creative Curriculum Computing DT	Computing – R, 2, 4 and 6 CC – R, 2, 4 and 6 DT – R, 1, 3 and 5
Summer 1	RE Maths French Creative Curriculum Music PE Art	RE and Maths – all classes French – 3 and 5 CC - 1, 3 and 5 Music – 2, 4 and 6 PE – 1, 3 and 5 Art – 2, 4 and 6
Summer 2	All Subjects	Whole school review of subjects

The recording of learning and pupil progress will take the form of actual work in individual workbooks and online platforms – Tapestry for Early Years Foundation Stage and Seesaw for all other year groups. For all pupil learning to be captured appropriately, ratios of evidence across both forms is set out below:

Subject	Evidence in Books	Evidence on Seesaw
RE (LFs per topic)	4	2
English – Writing (per week)	4	1
English – Reading (per week) Peer assessed	4	
Maths (per week)	3	2
Science (per half term)	5	1/2/3
Creative Curriculum which includes History and Geography (per half term)	5	1/2/3
Music/PE/Art/MfL/DT (per half term – weeks 1, 4 and 6)		3

During assessment weeks, evidence in books and online platforms for both English and maths will be reduced by 1 piece of work.

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5 Subject Impact Statements



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St. Stephen's computer users will become...



Risk Takers

Our computer users will be taught how to keep themselves safe when on the internet and using technology to be able to minimise risks to themselves and others. When coding and writing computer programmes, our learners will be taught the skills to analyse and evaluate problems so that they are able to feel comfortable taking risks and creatively learning from any mistakes that are made along the way.



Caring

Learners will learn to work cohesively with others on a range of problem solving activities and when using digital technologies. Computer users will share knowledge, show respect and appreciation for other pupils and communities when working across different media with different audiences.



Reflective
Learners will be provided with opportunities to publish their work onto Seesaw for them to reflect upon both in the short term and in the longer term over different school years. Our computer users will be taught how to stay safe when using digital technology and be given the opportunity to become responsible, respectful and competent users of data, information and communication technology.



Inquirers

We will foster the natural curiosity that learners have towards technology. They will be given the opportunities to learn how to use a range of software so that they can choose the best way to present their work. Learners will be provided with an engaging curriculum that will enable them to ask questions about the world around them whilst developing their research and presentation skills.



Knowledgeable
Our computer users will be taught Computing discretely through the following of Knowsley CLC Scheme of work and indiscretely on a cross curricular basis to ensure that our learners are exposed to digital technologies regularly and develop their expertise in them. They will become digitally literate, understand computational terms, be able to apply the fundamental principles of computer science and develop skills to safely use technology throughout their lives.



Thinkers

Learners will develop the skills to analyse computational problems and apply technology to solve them. Our computer users will be taught subject specific terminology to embed and extend their learning. They will apply their learning and acquired skills independently in a range of contexts e.g. during Computing lessons, during cross-curricular lessons or clubs or at home.



Communicators

Our computer users will be taught how to become active participants in the digital world by safely using the internet and publishing their work. Children will also be taught how to and who to contact if they have any concerns when using technology.

We shall aim to prepare our children to be confident, happy and responsible people who can contribute to our local, national and global communities in our increasingly connected world through working together to succeed through faith in Jesus Christ.



Principled

Our computer users will engage with learning through a range of practical and cooperative learning whilst knowing how to stay safe and treat others fairly online and when using digital platforms. Users within our school and wider community will be treated with respect and kindness.

Balanced

Learners will learn how to stay safe online and how to use digital technologies in a way that promotes positive well-being for themselves and others. They will be able to recognise the interdependence that the internet provides and develop the skills for how to use it correctly.



St. Stephen's designers will become...



Risk Takers

Designers will be encouraged to take risks using the design and making elements of this subject. This will hopefully lead to unexpected discoveries and increased confidence in abilities. Risk taking will support learners in becoming resourceful, innovative, enterprising and capable citizens.



Caring

Designers will work closely with their peers throughout the research, design, make and evaluating stages and will consider the needs of others to show compassion, support and respect to each other.



Reflective
Learners will reflect upon the evaluation of past and present technologies and develop a critical understanding of their impact on our daily life and in the wider world. In addition, designers will review and evaluate their own ideas and products against design criteria to develop next steps of areas for development.



Inquirers

The Design and Technology curriculum develops a natural sense of wonder and curiosity about the world around us. Our designers will seek to create products that solve real and relevant problems within a variety of contexts, considering their own and other's needs, wants and values.



Knowledgeable
Design and Technology is an inspiring, rigorous and practice subject. It utilises creativity and it enables learners to design and make products that solve real and relevant problems within a variety of different contexts. Each topic covered will follow the same pattern of research, design, make and evaluate. Our designers will build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users.



Thinkers

Designers will develop their critical thinking skills as they work through the different stages of the Design and Technology process. The learners will utilise a broad range of subject knowledge and draw upon disciplines such as mathematics, science, engineering, computing and art.



Communicators

Learners will be able to develop other core skills, such as: speaking and listening opportunities through exchanging ideas, recording and evaluating their work and working collaboratively with their peers. Designers will record their work in various formats.

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Principled

Our learners will engage with their learning via a range of approaches, equipment and resources. Designers will develop fundamental design, making and evaluating skills, becoming increasingly competent and confident and access a broad

Balanced

Our designers will learn using a range of techniques and resources that ensure safety and well-being across all four stages of the design process. Learners will apply learned skills to make informed decisions, fairly evaluate and analyse designs and end products honestly.



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St. Stephen's geographers will become...



Risk Takers

Through the study of a variety of geographical topics and a growing knowledge and understanding of the world, our learners will be confident to explore new ideas and innovations to further enhance and develop human existence.



Caring

Our geographers will develop compassion and empathy for the world and its inhabitants making positive differences in the local and global communities. They will understand how to work in union with the earth and each other in order to achieve a wonderful world for all.



Reflective

Our geographers will be thoughtful when considering both physical and human geographical developments appreciating cultures and traditions of the whole global family.



Inquirers

Through a high-quality geography curriculum, we will inspire and nurture a curiosity and fascination about the world and its people that will remain with them for the rest of their lives promoting a thirst for life-long learning.



Knowledgeable

By equipping young minds 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, they will gain a well-rounded perception of our world.



Thinkers

With a growing knowledge about the world, our geographers will adopt critical and creative thinking skills to interpret a range of sources of geographical information to make reasoned, informed decisions.



Communicators

Through a bespoke geography curriculum, our learners will communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

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Principled

Through the study of human geography topics such as economic activity and the distribution of natural resources including energy, food, minerals and water, our geographers will develop a strong sense of integrity, honesty and fairness promoting justice and respect.

Balanced

Our geographers will be encouraged to seek out answers to questions that arise from studying different parts of the earth by eliminating any ambiguity and offering a variety of interpretations from a range of sources including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).



St. Stephen's historians will become...



Risk Takers

Through understanding the methods of historical enquiry, our learners will use evidence rigorously and confidently to make historical claims and distinguish how and why contrasting arguments and interpretations of the past have been constructed in a resourceful and resilient approach.



Caring

Through a developing and growing awareness of the past, our historians will develop empathy, compassion and respect for the lives of people in different periods of time identifying similarities and differences in local and global communities.



Reflective

Our historians will consider the past thoughtfully taking into account their informed ideas and experiences of modern day life. They shall appreciate significant aspects of the history of the wider world to form and evaluate a range of points of view.



Inquirers

Through a high-quality history curriculum, we will inspire and nurture a curiosity and fascination of the past initiating perceptive questioning and enquiry to develop an understanding of the earliest times to the present day.



Knowledgeable

By equipping young minds with a coherent knowledge and understanding of Britain's past and the past of the wider world, our historians will gain a historically grounded understanding of issues and ideas that have shaped the lives of societies across the world over time.



Thinkers

Our learners will think critically about the history of the British Isles as a coherent, chronological narrative from the earliest civilisations to present day including the rise and fall of empires and human achievements and follies.



Communicators

Our historians will create their own structured accounts of historical events through a variety of media in a confident and creative manner taking into account cause and consequence to make connections to modern day life.

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Principled

Through history based topics, our learners will understand the complexities of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as developing their own identity and the challenges of the present day.

Balanced

As St Stephen's historians, our learners will gain a historical perspective by placing their knowledge into different contexts understanding connections locally, regionally, nationally and internationally. In addition, they will consider cultural, economic, military, political, religious and social history in order to draw conclusions on events both present day and from the past.



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St. Stephen's mathematicians will become...



Risk Takers

Learners will be taught a range of approaches to mathematical concepts so they can apply themselves with confidence and determination, both independently and cooperatively in the face of mathematical challenges given. A range of concrete objects will be available for mathematicians to use, they will be encouraged to make their own choices as to the most appropriate equipment to select for the task.



Caring

Our mathematicians will learn to work cohesively with others on a range of problem solving and reasoning activities and will show empathy, compassion and respect to others by sharing their own mathematical knowledge to aid others.



Reflective

Mathematicians will be thoughtful about the learning and be able to link mathematical learning to real life situations and apply to other subject areas. Learners will be taught to think critically and apply deeper reasoning to ensure they can see a range of solutions. They will be given time to look at previous learning to consider the feedback given.



Inquirers

To ensure learners maintain their natural curiosity, mathematics will be delivered as a problem solving subject in which investigations skills will be developed. Mathematicians will know how to learn independently and with others, building up a knowledge base to ensure all learners can become a master of maths. A wide range of concrete objects will be used to allow the children to explore the subject. In addition, Active Maths will be built in to embed and maintain a love of mathematics in a practical way.



Knowledgeable

Exposure to a mastery curriculum will enable our mathematicians to develop knowledge and understanding through a concrete, pictorial and abstract approach (CPA) to ensure that understanding is embedded and can be retrieved by learners. They will have access to class working walls to embed recent learning. In addition, the children have access to online learning in the form of TTRG and Seesaw activities.



Thinkers

Mastery in mathematics will develop learners' critical thinking skills as they analyse complex problems and apply reasoning to inform their decisions. Our mathematicians will be able to use the skills discovered in mathematics in the wider curriculum and apply them in different contexts in different subjects.



Communicators

Through our maths lessons, learners will express their views and solutions confidently, creatively and safely using a variety of media using the CPA approach. They will present findings independently or collaboratively to explain their mathematical reasoning.

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Balanced

The progressive nature of this subject enables learners to progress in a systematic manner. Our mathematicians will learn using a range of strategies and techniques via the CPA approach. They will become fluent in the fundamentals of maths, reason and justify mathematically by following a line of enquiry and solve a range of problems by applying their mathematical understanding.



Principled

Learners will engage with learning through a range of practical and cooperative learning before embarking on their own independent learning. Our mathematicians will be responsible for their engagement and show respect and thought for others around them in class, group work or when using digital platforms.



St. Stephen's musicians will become..



Risk Takers

Learners will be taught a range of techniques and will be exposed to a range of musical genres in order to encourage risk taking when composing their own pieces. Risk taking will be celebrated regardless of perceived success.



Caring

Our musicians will learn to work together to perform a range of musical compositions. They will show respect and care for others by listening respectfully and using their own musical knowledge to aid others.



Reflective

Our musicians will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They will also be able to listen to performances by fellow learners, reflect and offer advice.



Inquirers

At St Stephen's, our learners will develop a natural curiosity to explore musical techniques and the effect they have on performance. They will also have the ability to learn independently and with others, allowing them to review and self-correct mistakes when performing. Moreover, our musicians will be encouraged to be curious about choices made by professional composers and musicians.



Knowledgeable

At all key stages, in all activities, our music teaching develops each of the inter-related skills of listening, performing, singing, improvising and composing. These skills are extended by applying listening skills, knowledge and understanding of music to a wide range of musical activities across the curriculum.



Thinkers

Our music curriculum encourages and assists thinking skills such as information processing, reasoning, enquiring and evaluation. Learners will be able to use the skills that have been developed during music in the wider curriculum.



Communicators

Our musicians will be able to express their views and opinions of their own and others performances confidently via a range of non-verbal and verbal methods, presenting them through a range of mediums.

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Balanced

Our curriculum aids the physical, emotional and aesthetic development of our learners. It enables musicians to appreciate aspects of both British and Community Values and the contribution of other cultures. It enhances self-confidence and the ability to listen and concentrate.



Principled

At St Stephen's, we believe that all learners should be inspired by music and that every child has the right to an outstanding music education. We recognise that good quality music education contributes considerable musical and non-musical benefits to pupils, parents/carers and wider communities.

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St. Stephen's sports people will become...



Risk Takers

Learners will be taught a range of techniques and approaches in order to give them the opportunity to take risks when competing against others or themselves. They will be provided with a range of opportunities and through encouragement will develop the confidence to try something new.

Reflective

Our sports people will be able to improve their own learning and performance through recognising what they do well and in what they need to improve, observing a good performance and aiming to imitate it. They will also be able offer advice to their fellow learner upon reflecting on what they have observed.



Inquirers

To promote their inquisitiveness, learners will be given opportunities to explore a range of tactics, techniques and their outcomes. They will be allowed to experiment during individual and co-operative situations in order to see the effect it has on performance.



Knowledgeable

Our sports people will be able to consider information and concepts that suit the different activities and critically evaluate aspects of performance, and to generate and express their own ideas and opinions about tactics, strategy and composition. Moreover, learners will develop an awareness of the importance of caring for their bodies, through understanding the effects of health related exercise, by wearing appropriate clothes, by playing safely.



Thinkers

Our learners will develop their thinking skills through recognising the nature of the task or challenge, thinking of different ways to approach the task and changing their approach as the need arises, understanding and applying the principles of movement, strategy, and composition to the task.



Communicators

We promote verbal and non-verbal communication skills by encouraging our sports people to explain what they intend to do, give feedback to others, plan and organise group or team work, give instructions and signals in a game, use gesture in dance, and respond to music and other sounds in dance.



Caring

Our sports people will work collaboratively through taking on a variety of roles in groups and teams in cooperative activities, working in a group with collective goal and deciding on strategies to meet it, co-operating with others by observing rules and conventions when competing against them.

We shall aim to prepare our children to be confident, happy and responsible people who can contribute to our local, national and global communities in our increasingly connected world through working together to succeed through faith in Jesus Christ.



Principled

Our learners will engage with their learning via a range of sports and other physical activities. They will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. Our sports people will enjoy communicating, collaborating and competing with each other.

Balanced

Our lessons at St Stephen's promote positive attitudes towards active and healthy lifestyles, to ensure that we are focusing for the drive on childhood obesity. This includes PE lessons, extra-curricular activities and each member of our community completing the Daily Mile each day.



St. Stephen's speakers will become...



Risk Takers

Children will be taught to approach the spelling and reading of unfamiliar words with confidence and determination, using strategies taught in phonic teaching, such as segmenting and blending or looking for familiar spelling patterns. They will have the confidence to face challenges with resilience, working both independently and collaboratively. They will know how to use resources such as sound mats and classroom displays to help them.

Reflective

Children will be thoughtful about their learning and be able to link phonics learning the world around them, realising the importance of being able to read and write. They will be taught to think critically and apply their increasing knowledge to different spellings. They will be given time to look at previous learning to consider the feedback given.



Inquirers

We will nurture our learners' curiosity through close analysis of spellings. As adults, we will model our own thought processes, working collaboratively with the children by posing questions and working out answers together. The children will know how to learn independently and with others, building up a knowledge base to ensure all children can become a confident spellers and readers.



Knowledgeable

Phonic teaching and learning is the foundation for confident readers and writers and underpins access to understanding and success in most other subjects in the curriculum. With a good foundation of phonic knowledge, children can become confident readers and strong independent writers. Clear tracking and bespoke interventions will help highlight children who will need further support on their phonic knowledge journey.



Thinkers

A strong phonic base will enable children to develop their critical thinking skills as they apply previous knowledge to new situations. They will ask questions and test their thinking using their initiative in making reasoned attempts when facing unfamiliar contexts.



Communicators

The children be able to express themselves confidently and independently in small group and whole class situations, being able to explain themselves. They will be respectful, being able to listen to others reasoning and explanations.



Caring

Children will learn to work positively with others and will show empathy, compassion and respect to others by sharing their own phonic knowledge to aid others.

We shall aim to prepare our children to be confident, happy and responsible people who can contribute to our local, national and global communities in our increasingly connected world through working together to succeed through faith in Jesus Christ.



Principled

The children will approach their learning the best that they can and realise that their actions have impact on their learning and the learning of others. They will learn that they have a lot of responsibility for their learning outcomes. They will show respect to other children allowing all children to have a supportive and nurturing environment in which to learn.

Recognising that children have different learning styles; they will learn using a range of techniques in a safe and caring environment that ensures well-being. They will help their peers when those peers are struggling. This allows them to develop their knowledge further and allows them to be empathetic, recognising how we interdepend on each other and how we can support each other.



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St. Stephen's readers will become..



Risk Takers

Through the art of reading, our learners will explore their natural thirst to develop a rational for unprecedented and unpredictable situations and take risks with an understanding that our brains can gain from the unexpected.

Reflective

Our readers will thoughtfully and critically consider clues and information from their reading to understand a whole new world that a story can take them to appreciating differences in cultures and periods in time.



Inquirers

We will nurture and grow curious minds through the love of books. An innate and inherent drive for questioning will enable our learners to evolve into natural inquirers who investigate the uncertainties and unknowns.



Knowledgeable

By encouraging young minds to want to know more and to pursue new information, our pupils will thrive in the understanding that being a competent, fluent reader provides a world filled with knowledge.



Thinkers

Our pupils will learn to think carefully about the new information they read, critically analysing and developing problem solving solutions to questions arising and making informed, reasoned decisions.



Communicators

Through exposure to high quality texts, our readers will develop their vocabulary and literacy skills to promote confident and creative expression of self, taking into account a variety of differing viewpoints.



Caring

St Stephen's Readers will develop a caring, empathetic and compassionate identity through the study of book characters and story lines. This will enable them to make positive differences in their own and the lives of others.

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Balanced

Our readers will be encouraged to seek out answers to questions that arise from reading, eliminating any ambiguity and offering a variety of resolutions when there is not sufficient information to draw to a solid conclusion.



Principled

Through living out school's mission statement, our readers will apply a fair, just approach when processing and understanding information gained from books and take responsibility for any resulting actions and consequences.



St. Stephen's scientists will become...



Risk Takers

In science lessons, learners are encouraged to plan a range of practical experiments set up in meaningful contexts to help develop a range of investigative skills. This allows our scientists to take risks and learn from their mistakes, developing them into independent learners. This will enable them to become confident in asking, exploring and solving questions of scientific matter.

Reflective

Time for learners to reflect and review their learning is central to our science teaching and to individual learning. Continual opportunities for scientists to reflect frequently on their previous work, observations and investigations, with a good level of learner autonomy are evident throughout science lessons.



Inquirers

The science curriculum fosters a healthy curiosity in our learners about our universe and promotes respect for the living and non-living. We ensure that the workers scientific skills are built-on and developed throughout our scientists' time at school so that they can apply their knowledge of science when using equipment, conducting experiments, building arguments and explaining concepts confidently and continue to ask questions and be curious about their surroundings.



Knowledgeable

Our science teaching offers opportunities for learners to recall and develop scientific knowledge and conceptual understanding through the specific disciplines of Chemistry, Biology and Physics. Our scientists will develop a secure understanding of the nature, processes and methods of science through different types of scientific enquiry that will help our learners to answer scientific questions about the world around them.



Thinkers

Our aim is to develop scientists who become independent, critical thinkers who can ask and investigate pertinent questions to build a body of knowledge, fostering a love of science. Our learners will use a range of approaches such as pattern seeking, identifying, classifying and grouping, researching and fair testing in a variety of contexts.



Communicators

Learners are supported to share and express their questions, ideas and opinions confidently. Scientists are encouraged and supported to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes both independently and collaboratively.



Caring

Through developing and growing awareness of all areas of science, via the curriculum, our scientists will be supportive and understanding of the views and questions of peers and famous scientists. Learners will show care, compassion and understanding towards all living things and their environments as well as respecting the functions of the world.

We shall aim to prepare our children to be confident, happy and responsible people who can contribute to our local, national and global communities in our increasingly connected world through working together to succeed through faith in Jesus Christ.



Balanced

Our scientists will experience phenomena and ask questions about the natural and humanly constructed world around them. Practical activities support this approach in KS1 as well as using a range of secondary sources. As learners progress to KS2, they will broaden their scientific view of the world by exploring relationships between living things, environments and encounter more abstract ideas to understand how the world around them operates.



Principled

Through the study of science, learners will develop an understanding of how and why it is important to care for and protect the environment. They will develop a sense of responsibility, respect and pride in preserving the world around us paying attention to relevant local, national and global issues.



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St. Stephen's writers will become...



Risk Takers

Learners will be taught a wide range of grammatical devices in order for them to independently apply them with confidence to their writing. Writers will be encouraged to take part in group activities including drama to allow them to develop ideas before committing them down on to paper. Where necessary, support will be utilised to enable learners and encourage them to take risks when appropriate.



Caring

Writers will learn to work cohesively with others when developing writing skills. They will be given opportunities to proofread the work of their peers and offer feedback in positive and respectful ways. Learners will be provided with chances to develop their writing through drama. When producing extended pieces of writing, teachers will scaffold children's learning, provide learners with word banks (where appropriate) and provide models.



Reflective

Writers will regularly be given the opportunity to write with a clear purpose and for their writing to be published to an audience e.g. displays, social media or Seesaw. Learners will develop proofreading and redrafting skills as they work towards a final piece of writing. Writers will also develop peer-assessment skills to provide meaningful feedback to their peers.



Inquirers

We will foster the natural curiosity that learners have towards writing. They will be taught a wide range of text types that stimulate them and provide them opportunities to ask lots of questions. This will enable our writers to expand their spoken and written vocabulary, spelling and grammatical skills which will prepare them for writing for different audiences and purposes across a range of discrete and cross curricular topics.



Knowledgeable

Through our book-led curriculum approach to writing, learners will develop knowledge of current issues in the world such as climate change, plastic pollution and refugees. Our writers will be taught of the important link between reading and writing. Learners will have access to working walls to embed knowledge. We will develop children's vocabulary by regularly exposing them to tier 2 and 3 words for them to add to their repertoire. They will develop mastery of writing across a wide range of text types.



Thinkers

Our writing curriculum encourages learners to work independently and to apply their learned skills across the whole curriculum. Our writers will be appropriately challenged and asked to consider points of view on texts, cultural differences, time periods and topical issues as a basis for their writing.



Communicators

Our writers will recognise the importance of writing as a means of communication. Learners will be given opportunities to communicate their writing using technology and will be given opportunities to share and publish their work with a wider audience.

We shall aim to prepare our children to be confident, happy and responsible people who can contribute to our local, national and global communities in our increasingly connected world through working together to succeed through faith in Jesus Christ.

Balanced

Our writing curriculum is designed to allow learners to appreciate aspects of both British and Community Values through its use of engaging and topical texts that focus on real world issues. Our writers will be given the chance to consider their place in the world and consider the views and experiences of those from different cultures.



Principled

Our writers show an appreciation for cultural diversity, topical issues and a range of audiences. They will develop to become writers who can express points of view, balanced arguments and engage with learning through a range of practical and cross curricular links.



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6 Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

The Education Act 2002

The Children Act 2004

The Equality Act 2010

DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2014) 'The national curriculum in England'

DfE (2017) 'Statutory framework for the early years foundation stage'

DfE (2019) 'School attendance'

This policy operates in conjunction with the following school policies:

Homework Policy

Assessment Policy

Equal Opportunities Policy

PSHE Policy

Relationships and Sex Education Policy

SEND Policy

7 The role of the Subject Leader

Bringing specialist knowledge to the development of the subject within the curriculum

Distributing leadership

Utilising strength of team members

Establishing a collective responsibility that everyone makes a difference

Moving the school forward

Professionally developing staff

Raising standards

Enriching the curriculum

Sharing expertise

Elements of the role

Being clear as to the knowledge children are expected to gain in each subject in each year group and how this knowledge will be cumulative and progressive, with aspects interlinking across subjects.

Knowing how well children make progress and what the standards are.

Evaluating impact of actions and using this to plan next steps for improvement.

Action planning for future development.

Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.

Having oversight of curriculum coverage and ensuring the curriculum meets national requirements.

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Providing guidance and support to colleagues.

Taking part in and Leading professional development

Overseeing the effectiveness of assessment: what does progress look like / feel like in the subject based on the curriculum model?

Promoting the subject and taking a proactive stance with staff and pupils.

Monitoring the effectiveness of teaching and the impact on learning and progress.

Making best use of financial and human resources to impact on progress

8 Roles and Responsibilities

Subject	Subject Leader (s)
RE	Steven Hatton Anne Georgiou Simon Gosling Michael Glynn
English - Reading	Anne Georgiou
English - Writing	Michael Glynn
Phonics/Spellings	Louise Burnham
Maths	Annette Doyle
Science	Steven Hatton
Art	Laura Fitzharris
Music	Simon Gosling
PE	Simon Gosling
Geography	Anne Georgiou
History	Anne Georgiou
PSHE	Annette Doyle
French	Louise Burnham
Computing	Michael Glynn
Design Technology	Laura Fitzharris

9 Equal Opportunities

There are nine protected characteristics outlined within the Equality Act 2010, these are:

Age

Disability

Gender reassignment

Marriage and civil partnership

Pregnancy and maternity

Race

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Religion or belief

Sex

Sexual orientation

The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SMT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

10 Supporting pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will work with TAs in smaller groups to work on topics covered in lesson to ensure they do not fall behind their peers as set out in their individual provision maps.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENDCo.

The SENDCo will work closely with teachers to help them break down any barriers pupils with SEND have to education.

11 Curriculum Overviews



EYFS Long Term Plan

Reception

	Autumn	Spring	Summer
Topics	<p>Transition/Induction Baseline Assessments</p> <p>All About Me</p> <p>Ourselves</p> <p>Halloween</p> <p>Bonfire Night</p> <p>People Who Help Us</p> <p>Christmas</p>	<p>Dinosaurs</p> <p>Harry and his Dinosaurs stories</p> <p>Non-fiction Books</p> <p>Chinese New Year</p> <p>Traditional Tales – Goldilocks/Little Red Riding Hood/Billy Goats Gruff</p> <p>Mother’s Day</p> <p>Easter</p>	<p>Percy the Park Keeper</p> <p>Life Cycles</p> <p>Growing</p> <p>Travel</p> <p>Holidays</p> <p>Pirates</p> <p>Under the Sea</p>
Outside Roleplay	<p>House</p> <p>Shop</p> <p>Doctor’s Surgery</p> <p>Post Office</p>	<p>Scientist’s Lab</p> <p>Shop</p> <p>The Three Bears’ Cottage</p> <p>Puppet Show</p>	<p>Percy’s Hut</p> <p>Florist</p> <p>Travel Agents</p> <p>Ice Cream Parlour</p>



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Foundation Subjects Long Term Plan

Year 1

	Autumn	Spring	Summer
Creative Curriculum Title	Where will the Naughty Bus go?	Toys Who had more fun?	Who is famous in our local area?
History	Events within living memory	Changes in living memory (parents/grandparents' toys) Changes beyond living memory (toys through time) Significant individuals (compare Pieter Bruegel and LS Lowry)	Significant people in the local area – Lewis Carrol – Alice in Wonderland
Geography	Geographical Skills and Fieldwork using local environment		
	Geography of the school and its grounds Mapping Skills	Local Area	Geography of the surrounding environment - Daresbury
Science	Scientific Enquiry/Plants/Animals/Seasonal Changes and Daily Weather Patterns throughout the year		
	Humans and Senses	Everyday Materials Butterfly Study	Humans and Senses
PSHE	Golden Rules Water Safety Road Safety Washing/Brushing Teeth Water Usage	Looking after places	Making choice/Growing
Art	Autumn Leaf Printing Animal linked to science	Kandinsky	Primary Colours/Patterns
DT	Wheeled Vehicles – The Naughty Bus	Pop up Toys	Salad
Visit/Speaker	Trip to Leyland Bus Museum	Walks around local area Trip to Weaver Hall, Northwich or Warrington Museum Alice Experience	Daresbury – Lewis Carrol Museum
PE	Winter Sports	Dance Gymnastics	Throwing and Catching
Music	Hey You! Rhythm In The Way We Walk and The Banana Song	In The Groove Round and Round	Your Imagination Reflect, Rewind and Replay
Computing	What is a Computer? My Online Life	Modern Tales Mini-Beasts	Animate with Shapes Drawing Maths



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Foundation Subject Long Term Plan

Year 2

	Autumn	Spring	Summer
Creative Curriculum Title	Why did the Great Fire start?	Where are the meerkats?	Where is famous in our local area?
History	Events beyond living memory – The Great Fire of London/Gunpowder Plot/Remembrance	Significant individuals – explorers (Columbus/Ellen MacArthur of Neil Armstrong/Chris Hadfield)	Significant places in the local area – Warrington Wolves Stadium
Geography	Geographical Skills and Fieldwork using the local environment		
	4 countries and capital cities	7 continents and 5 oceans – hot and cold areas of the world	Similarities and differences – human and physical geography of Warrington Stadium with a small area in a contrasting Non-European country (Chembakolli/NE Australia)
Science	Scientific Enquiry Plants/Living Things and their Habitats		
	Uses of everyday materials	Animals including humans	
PSHE	Friendship Keeping Safe	Healthy Eating Growing and Changing	Recycling Money
Art	Sketching Pastels Stencils/Printing Clay	Chinese New Year Sketching	Colour Mixing
DT	Making houses/poppies Clay Decorations	Fruit Salad from around the world	Design WW shirt/Indian Weaving Sewing – Owls linked to text
Visit/Speaker	Trip to Nantwich Museum	Space Port Wirral/Ferry to Maritime Museum	Visit Formby Beach Speaker from Warrington Wolves Knowsley Sarafi Park
PE	Throwing and Catching Hall Equipment	Basketball Dance	Tennis Athletics
Music	Hands, Feet, Heart Ho Ho Ho	I Wanna Play In A Band Zootime	Friendship Song Reflect, Rewind and Replay
Computing	Online Buddies My Online Life	Code a Story Story Land	Heads Up Maths Madness



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Foundation Subject Long Term Plan

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	4 countries and capital cities	7 continents and 5 oceans – hot and cold areas of the world	Similarities and differences – human and physical geography of Warrington Stadium with a small area in a contrasting Non-European country (Chembakolli/NE Australia)
Science	Scientific Enquiry Plants/Living Things and their Habitats		
	Uses of everyday materials	Animals including humans	
PSHE	Friendship Keeping Safe	Healthy Eating Growing and Changing	Recycling Money
Art	Sketching Pastels Stencils/Printing Clay	Chinese New Year Sketching	Colour Mixing
DT	Making houses/poppies Clay Decorations	Fruit Salad from around the world	Design WW shirt/Indian Weaving Sewing – Owls linked to text
Visit/Speaker	Trip to Nantwich Museum	Space Port Wirral/Ferry to Maritime Museum	Visit Formby Beach Speaker from Warrington Wolves Knowsley Sarafi Park
PE	Throwing and Catching Hall Equipment	Basketball Dance	Tennis Athletics
Music	Hands, Feet, Heart Ho Ho Ho	I Wanna Play In A Band Zootime	Friendship Song Reflect, Rewind and Replay
Computing	Online Buddies My Online Life	Code a Story Story Land	Heads Up Maths Madness



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Foundation Subject Long Term Plan

Year 3

	Autumn	Spring	Summer
Creative Curriculum Title	Where did my pebble come from?	How has our land changed?	What did the Ancient Civilisations all have in common?
History		Stone Age to Iron Age	4 Ancient Civilisations - Egypt
Geography	Geographical Skills and Fieldwork using the local environment		
	Topographic Features – hills/mountains/coasts	Land use – patterns and change	Rivers – the importance of rivers to early settlements
Science	Scientific Enquiry Living Things and their Habitats		
	Rocks – introduction to volcanoes Animals and Humans	Light	Plants Forces and Magnets
PSHE	Healthy Eating Feelings and Emotions Respect	Functions of the brain People who have made a difference	Similarities and Differences Dental Hygiene
Art	Andy Goldsworthy Sketching Mountains	Charcoal – Cave Painting	Water Colours - Hieroglyphic Names
DT	Healthy savoury eating	Stone Age house structures	Pop-up books - pyramids
Visit/Speaker	Speaker - Geologist	Stone Age Worksop Stone Age experience – Tatton Park	Warrington Museum – Egypt Workshop
PE	Athletics Invasion Games	Gymnastics Striking and Fielding Dance	Tennis Rounders Athletics
Music	Let Your Spirit Fly Glockenspiel Stage 1	Three Little Birds The Dragon song	Bringing Us Together Reflect, Rewind and Replay
Computing	Online Detectives My Online Life	Dancing Robot Rainforest	Keyboard adventures T-Shirt Designer
MFL	French Counting	Life in a French School	Animals in French



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Foundation Subject Long Term Plan

Year 4

	Autumn	Spring	Summer
Creative Curriculum Title	Where is Paris?	Why were the Ancient Greeks heroes?	What is disaster?
History	Changes in Paris over time	The Ancient Greeks	The Roman Empire and impact upon Britain - rivers
Geography	Geographical Skills and Fieldwork using the local environment		
	Europe – all countries/cities/regions Key physical and human features – a region in France - Paris	Athens region	Volcanoes and Earthquakes – Naples area – Vesuvius AD79 Rivers - locality
Science	Scientific Enquiry Living Things and their Habitats		
	Sound/Electricity	Everyday Materials	Water Cycles States of Matter Environmental Change
PSHE	Keeping Safe Focus on Feelings	Respiration and Circulation First Aid/Emergency Services	Smoking/Drug Awareness Rights
Art	Charcoal Drawings – Hugo Cabret	Pop Art – onomatopoeia – Roy Lichtenstein	Roman Mosaics Roman Soldier Peg Dolls Sculpture
DT	Cogs or Robot Eyes	Greek Food – salads Greek sandals	Volcanoes Roman Feast Roman sandals
Visit/Speaker	MOSI – electricity focus	Walker Art Gallery - sculptures	Styal Mill Rangers – a river study
PE	Winter Sports Rounders	Dance Cricket	Tennis Athletics
Music	Mamma Mia! Glockenspiel Stage 2	Stop! Lean On Me	Blackbird Reflect, Rewind and Replay
Computing	Fake or Real? My Online Life	Hour of Code Dinosaurs	Wizard School Minecraft Challenges
MFL	At School/Playtime	My Home/My Town	My Town/Describing People



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Foundation Subject Long Term Plan

Year 5

	Autumn	Spring	Summer
Creative Curriculum Title	Who were the Anglo Saxons?	What a night!	Where is North America?
History	The Anglo Saxons, Scots and Vikings	Non-European society contrasting with British history – Early Civilisation - Mayans	
Geography	Geographical Skills and Fieldwork using the local environment		
	UK Settlements – countries and cities of UK		Summer 1 - North America Summer 2 – a region in North America Latitude/Longitude/Equator/N&S Hemispheres/Tropics/Time Zones
Science	Scientific Enquiry Living Things and their Habitats		
	Properties and changes of materials	Earth and Space	Forces Animals including humans to old age
PSHE	Relationships Bullying	Alcohol e-safety The Skin – preparing for puberty	Respect for Communities Money Matters
Art	Lindisfarne Gospel Canvas	Mayan Paintings	Famous American Artists
DT	Replica artefact for a museum	Mayan Masks	Protecting an egg Healthy Quorn Burgers
Visit/Speaker	Warrior Troll at Northwich Living History at Weaver Hall	Meet a Mayan Artefact Collector	Visit to a Waterfall MOSI – Levers session
PE	Gymnastics	Dance	Field Games
Music	Livin' On A Prayer Classroom Jazz 1	Make You Feel My Love The Fresh Prince Of Bel Air	Dancing In The Street Reflect, Rewind and Replay
Computing	You Tuber My Online Life	Girls v Boys: Steam Challenges Making AR Games	Video Game Music Composer News Reporter & Podcaster
MFL	Holidays	Eating Out	Family



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Foundation Subject Long Term Plan

Year 6

	Autumn	Spring	Summer
Creative Curriculum Title	Why is the River Mersey important to Liverpool?	What did Wars achieve?	Where is South America?
History	Aspects of national history are reflected in the locality	Wars through time (from 1066) - impact on Warrington history	Fashion/Sport/Transport/Interventions/ Entertainment/Crime and Punishment/ computing through time (Britain beyond 1066)
Geography	Geographical Skills and Fieldwork using the local environment		
	A coastal study – Warrington and Liverpool		South America – Climate ones
Science	Scientific Enquiry Living Things and their Habitats		
	Electricity	Light	Evolution and inheritance Animals and Humans
PSHE	School/Local/National democratic procedures Exercise and Diet	Drugs e-safety Micro-organisms	Self esteem Diversity Global Environmental Issues
Art	Monet – Rivers Art Work	Silhouettes Water Colour War Scenes Sketching	Fashion/Carnival Art
DT	Alarm System Computer Program	War Food – grow your own	Musical Instruments/Pipes/Andes Music
Visit/Speaker	Residential Trip	Warrington Museum – Time Gallery Imperial War Museum – WWI/WWII	Samba Band Workshop
PE	Athletics	Dance	Games
Music	Happy	Remembrance Day	You've Got A Fried
Computing	Online Safety Dilemmas My Online Life	VR Worlds Crossy Roads	Maths: Solve IT Club Quiz Show Host
MFL	Actions Family	Weekend With Friends Jobs	The Future In France

12 Next Review – Autumn term 2022

The governing body reviews this policy biannually. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date: September 2020