

Curriculum Policy

St Mary's Catholic Primary School



Reviewed: September 2026

Love, Listen and Learn

Mission Statement

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

Ethos

We recognise that there is a challenge in creating an enriching environment for all those involved at every level of school life. We take our lead and inspiration from Christ with regard to the Gospel values: the belief that all human beings are uniquely created and loved by God and worthy of respect. This challenge manifests itself in the way that we treat and value:

- Our relationships with each other and the wider community
- Our respect for one another
- Our welcome to and interest in all those who visit our school
- Discipline inspired by forgiveness, healing and reconciliation
- Our school environment

Through rising to this challenge, we aim to create an awareness of a sense of belonging to and being part of the life of St Mary's.

The Aims of our School

We will endeavour to create a Catholic Ethos in our school, which reflects the Gospel values, through the love, care and respect we show to each other, and to all who come to our school. We will teach the beliefs, traditions and practices of the Catholic Faith.

Through the prayer and worship in school we will try to be a living community of people celebrating their love for God and one another.

We believe the quality of the curriculum, with Religious Education at its core, is of prime importance and will focus on the development of the whole child. We will at all times try to make provision for children with special needs, so that all members of our school community achieve their potential.

We will help the children to develop an awareness of and respect for other religious and cultural backgrounds, as we believe this to be an essential preparation for adult life.

We believe that good communication between governors, staff, parents and children is important for the wellbeing of our school, and we will work in partnership with the wider community especially the home and parish in developing each child's potential.

The Aims for Each Child at St Mary's Catholic Primary School

- ◆ Whilst at St. Mary's School I will learn about being a Christian. I will experience the beliefs, traditions and practices of the Catholic Faith.
- ◆ I will achieve as much as I possibly can in each area of the National Curriculum.
- ◆ I will know how to learn and enjoy learning, and will view work in a positive and conscientious manner.
- ◆ I will co-operate and communicate with others effectively, independently and in a group, and try to win and lose graciously.
- ◆ I will tolerate and respect the religious beliefs, views and values of others, understand the need for good behaviour and moderate my behaviour accordingly. I will respect the belongings and property of others.
- ◆ If I have a problem I know I can find someone who will discuss it with me.
- ◆ I will try to learn from my mistakes and accept there is always room for improvement.
- ◆ I will share a sense of responsibility for my school, parish, local community and the wider environment.

Through our curriculum we aim to:

- Provide a broad and balanced education for all pupils.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.
- Promote the learning and development of all of children and ensure they are ready for their next stage of learning.

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in [the Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). 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

The Governing Body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Provision is made for pupils with different abilities and needs, including children with special educational needs (SEND).
- The school implements the relevant statutory assessment arrangements.

Headteacher and Senior Staff

The headteacher (supported by the senior staff in school) is responsible for ensuring 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 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 body.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board 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.

Other staff

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

Organisation and planning

The school adopts a thematic approach to the curriculum and aims where possible to make links between the chosen topic and, in particular, the foundation subjects. The list below will explain how cross curricular links are made. As core subjects English and Maths will continue to be taught discretely.

English: Where possible links will be made with literacy genres, fiction and non-fiction books, guided reading books, and poetry as this has been shown to develop the thematic approach, and deepen learning and engagement.

Maths: There is less opportunity for linking Maths to topics, but where possible, areas of maths like data handling and measures will be linked where appropriate for pupils and to support Maths learning.

Science: Some topics each year have a science focus and others will have less of a scientific emphasis. Science will still be taught regularly in these topics however. More time will be allocated over a half term to teaching science as it is still a core subject.

Foundation Subjects: History, Geography, Design Technology, Art

The Foundation subjects will be integrated into the topic, and will form the basis of much of the cross curricular links.

Music: Music is taught generally through a separate scheme of work 'Sing Up' and so may not always be linked to the topic for the term.

PE: PE is taught mainly through the use of specialist coaches. Please see PE policy for details.

Religious Education: RE is a statutory part of the curriculum. The school follows an approved Diocesan scheme of work and will not be linked with the termly topic. RSE is taught using the TenTen: Life To The Full Plus resources. Please see the RSE Policy for more details.

ICT and Computing: Computing covers the computer science aspects of the old ICT curriculum. This will be generally taught as a separate subject area. Other elements of the wider ICT curriculum will be taught alongside other curriculum areas, as a part of topic work. This will include Digital Publication and Presentation, Digital Research, Data Handling and the use of Digital Media.

- Opportunities for the Sex and Relationships Education programme are made available both as separate lessons and integrated into the curriculum. Teaching may take place as part of Science, RE lessons, particularly in the Year of Faith framework and in English and in circle-time. For more information please see our separate RSE policy.
- We endeavour to offer our children an experience of a school ethos in which the quality of relationships between staff and children is characterized by honesty, respect for the individual, warmth, trust and security. Through the attitudes we promote in our teaching of all subjects, we aim to develop pupils' social, moral, spiritual and cultural understanding.
- At St Mary's we aim to incorporate British Values into our curriculum. Some examples of how we enhance pupils' understanding and respect for different faiths and beliefs are:
 - through Religious Education, PSHE and other lessons where we develop awareness and appreciation of other cultures
 - in English through fiction
 - in art and music by considering cultures from other parts of the world

- across the curriculum, providing pupils with the opportunity to learn how to argue and defend points of view in English, history, geography, PSHE, etc.
- celebrating cultural differences through assemblies, themed weeks, noticeboards and displays i.e. Judaism and Islam weeks

At St Mary's Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception.

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (for more details please refer to the separate subject policies).

The EYFS curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS. In KS1 our curriculum is all planned on a yearly cycle.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans to achieve balance and coverage over a term or half term. The more detailed weekly/fortnightly short-term planning will focus on the teaching process. A planning proforma is used throughout the whole school to focus learning expectations and for teachers to map the sequence of learning clearly showing differentiation, teaching assistant direction, vocabulary development and resources required. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

Short term plans outline the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

Resources

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high-quality delivery of our curriculum.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

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

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governors' meetings focused on the curriculum
- Curriculum governors are linked with a specific subject
- Governor mornings in school where they carry out curriculum walks

Subject leaders monitor the way their subject is taught throughout the school in a range of ways including:

- Regularly looking at the class work in books and classrooms
- Monitoring planning

- Through analysing assessment data
- Monitoring targets
- Lesson observations
- Work scrutiny
- Displays
- Curriculum walkabouts
- Pupil discussions
- Staff meetings
- CPD

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

This policy will be reviewed annually by the curriculum leader.

At every review, the policy will be shared with the full governing board.

This policy is to be revised again in the Summer Term 2027. Rosheen Martin Curriculum Lead.