



CURRICULUM STATEMENT

Blessed Edward Bamber Catholic Multi Academy Trust

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This is a Trust-Wide Policy which applies to all academies within the Trust

John 10:10

‘I have come so that you may have life and have it to the full’

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Introduction

As a Catholic Multi Academy Trust, we believe in the transformative power of education that reflects the teachings of Jesus Christ. Our curriculum statement is based on the words of John 10:10, where Jesus says, "I came so that they might have life and have it to the full."

Across the Trust, we strive for excellence within our curriculum to enhance life choices for our children and young people. To develop a life-long love of learning, our children and young people immerse themselves in the rich experiences that our schools provide. Trusting in our faith, and our Catholic mission, we work as one family of schools, whilst maintaining the distinctiveness of each school and the uniqueness of the communities which they serve.

Our shared values help pupils and staff to grow and thrive. United in our Catholic faith, we enable our children and young people to 'Belong, Engage and Become'. Children and young people grow to reach their full potential and achieve success educationally and spiritually.

The Trust's mission, vision and values inspire a broad, ambitious curriculum that articulates the highest ambition for pupils and is rooted in Gospel values. This ensures that pupils' spiritual, moral, social, cultural and physical development is integral to all that happens in the school. As a result, all children thrive. The academic curriculum reflects the school's context and provides a clear, progressive statement of the key knowledge and skills that pupils will learn in every subject. The high-quality curriculum underpins effective and inspiring learning in all subjects so that all pupils, including those with SEND or who are disadvantaged, achieve highly. It ensures that all pupils have the necessary skills to forge their path in the world.

In summary, our curriculum statement reflects our commitment to providing an education that enables our students to have life more abundantly, in line with the teachings of Jesus Christ. We believe that our curriculum offers a rich and fulfilling educational experience that will prepare our children and young people to become compassionate, responsible, and caring members of society.

Religious Education

At the heart of our curriculum is the promotion of Gospel values, such as love, compassion, forgiveness, and justice. We seek to instil these values in our children and young people through our teaching, our worship, and our service to others. All our schools promote and teach the doctrine and philosophy of the Catholic Church. This will include participating in class/whole school worship each day and attending school Masses.

We use the Diocesan approved scheme as a basis for the RE curriculum, including the Religious Education Directory – 'To know You more clearly', 'The Way the Truth and The Life', 'Come & See' and 'Caritas in Action'. Parents who wish their children to be prepared for the Sacraments of Reconciliation, Holy Communion and Confirmation follow a programme prepared by the parish, supported by schools.

Curriculum Design

Our shared Catholic values of trust, respect, faith, hope and service weave through each school's curriculum as golden threads.

Each school has the autonomy to design a curriculum that meets the needs of the school's unique characteristics. In designing their curriculum, schools must ensure that the curriculum is at least as broad and ambitious as the national curriculum and this it meets the needs of all pupils, especially those who are disadvantaged or have special educational needs and/or disabilities (SEND).

Each school sets out the key knowledge and understanding that pupils will acquire in each subject based on a coherent and consistent rationale that underpins progression through the curriculum. A consistent assessment framework for each subject is used to evaluate the progress of pupils through the planned curriculum and to inform further provision.

Our ambition is for every Trust school to have a programme of well-developed and planned cross-curricular opportunities to enhance and extend our curriculum offer. These opportunities engage, motivate and excite our pupils and expand their cultural capital and wider knowledge.

Reading

Reading is given high priority in the Trust, from the early years through to our older students. We follow a DfE-approved phonics programme and provide a wide range of interventions for children and young people so that they can more easily access the wider curriculum and gain key skills for life. We firmly believe that our children and young people should encounter a wide range of authors and texts so that they develop a life-long love of reading and are able to widen their vocabulary and delight in the written word.

Inclusion

All academies ensure that all children take part in all areas of the curriculum (with the exception of those areas where parents have exercised their right to request withdrawal). All children will be enabled to take part in the curriculum through a range of strategies, including adaptive teaching. All children are expected and enabled to achieve well from their individual starting points.

Collaboration

Collaboration is a strength of our Trust. Schools work closely together and regularly share good practice and support each other through our networks and regular CPD opportunities, such as shared Trust INSET days. It is an expectation that schools will share their expertise, skills and resources for the benefit of all in the Trust. Through collaboration, we support schools to improve their curriculum and develop resources that enhance learning.

Primary Stages

The curriculum follows the ambitions of the National Curriculum. In primary schools, this curriculum comprises of the core subjects – Religious Education, English, Mathematics and Science; and the foundation subjects – Computing (ICT), Design Technology, History, MFL, Geography, Art, Music, Physical Education and Health & Relationships Education (HRE).

Early Years Foundation Stage

Children follow the Early Years Foundation Stage (EYFS) framework based on the seven areas of learning and development: communication and language; personal, social and emotional development; physical development; literacy; mathematics; understanding the world and expressive arts and design. The curriculum is carefully designed to provide the right foundation for future progress and learning so that no child is left behind. Children have the opportunity to develop confidence, independence and resilience. Each child's individual needs are supported equally in a rich and stimulating environment both in the classroom and outdoors. The important links between home and school start from the very beginning of each child's learning journey.

Assessment

In Nursery, children's progress will be reviewed when they are between 2 and 3 years of age by an early years professional, teacher or health visitor. In Reception, children are assessed at the start and end of the school year when they turn 5. This will include assessment of pupils' starting points in language, communication, literacy and maths and teacher assessments in the other areas of learning ready for Year 1.

Key Stage One

Pupils in Key Stage 1 follow the curriculum set down in the National Curriculum. It builds on the firm foundations from the Early Years. The key focus is on pupils' language development, reading, writing, phonics, mathematics. The broader ambitions of the national curriculum are also taught including RE, Computing (ICT) and Science; the foundation subjects –Design Technology, History, Geography, Art, Music and Physical Education. Health & Relationships Education follows the agreed scheme for the Diocese. All schools deliver phonics through a DfE-approved phonics programme.

Assessment

In Year 1, attainment in phonics will be assessed via the national 'phonics screening check'. In Year 2, progress will be assessed via tests in English reading and maths. Teacher assessments will be made in science and writing.

Key Stage Two

Pupils in Key Stage 2 build on the knowledge and understand embedded in Key Stage 1. Pupils also study Relationships, Sex and Health Education (RSHE), often delivered through Religious Education and Science lessons. As they near the end of their primary education, strong links to our secondary schools help to ensure that they are well prepared for Year 7 and the next stage in their educational journey.

Assessment

In Year 4, fluency in maths is assessed via a national Multiplications Tables Check (MTC). In Year 6, performance is assessed via National tests in English reading, maths, and grammar, punctuation, and spelling. Teacher assessments are undertaken in English writing and science.

Secondary Stages

Key Stage Three

In secondary schools, additional subjects such as Drama, Business, Sport and Psychology are offered to students at various key stages.

Pupils study a broad three-year Key Stage 3. Following the ambitions of the National Curriculum, Creative subjects cover the breadth of the National Curriculum in two years to allow Year 9 pupils an

opportunity to study two creative subjects of their choice in greater depth. They also have the opportunity to choose a second language and additional computer science (alongside that studied as part of ICT in Year 7 and 8).

Assessment

Assessment is an ongoing process which informs teaching and improves learning. Gaps in vocabulary or knowledge are quickly identified and rectified. Any arising misconceptions are planned for in subsequent learning experiences. Feedback is a key tool, as pupils are supported in accurate learning and knowing what they know (metacognition). Assessment, ultimately, enables precision in knowing both the security of learning and next steps.

Key Stage Four

At Key Stage 4, students study a range of mandatory subjects, including 3 options subjects where students get to choose from a wide variety of courses. We believe that students should be able to select subjects which are academically rigorous, and which best meet their interests and career aspirations and match local and national labour markets. Option groups are arranged to allow students to study the Ebacc, should they wish. Students are guided throughout the process to ensure that their curriculum remains relevant and appropriate.

Assessment

In the summer of the Year 11, pupils will sit national examinations appropriate to their age and stage.

Key Stage Five

Sixth Form students have a choice to study 3 or 4 A level or level 3 courses, alongside General RS and the opportunity to complete an EPQ (Extended Project Qualification). Students in Y12 also can join our Health Academy or Sports Academy. Through our close links with universities and local businesses, students have the opportunity to access a broad range of support and advice about their future path as they prepare to go out into the world.

Assessment

In the summer of the Year 13, 6th form students will sit national examinations appropriate to their age and stage.