

St. Patrick's RC Primary Curriculum Intent Statement

Our curriculum is the lens that allows our children to enter a life-long journey of learning. By experiencing a rich and challenging curriculum we aim to give pupils a love of learning that continues long after they have left us. The experiences they encounter should be fun and thought-provoking leaving them with great memories and confidence. We strive to allow our pupils to be independent learners who are responsible for shaping their own learning.

'May Christ be seen in us' is the mission statement and everything we do revolves around this.

What guides and shapes our curriculum?

The heritage and history of our area plays a major part in our curriculum. By focusing on this legacy, we want to help children respect and reflect upon their past and help them to shape their future and the future of Teesside.

We have a broad and balanced curriculum, but it will be shaped and adapted so our children will learn throughout their journey through school what makes this area unique and the following themes will drive many parts of our curriculum:

- Captain James Cook, the world's greatest explorer is from this area. We will look at his life and the impact he made.
- This is an area with an Industrial Heritage. Stockton was formed and shaped by its industrial past – we will learn of its growth and its importance around the world. We will look to the future to see how modern industry has now developed near us.
- Teesside Airport was an RAF base during World War 2. What did this mean? Who served there? How did this on the lives of so many?
- We have the River Tees flowing through our home-town. We will look at this important river and consider its importance and how it has changed. We are called
- Teessiders and are proud of this.
- The internationally renowned artist Mackenzie Thorpe was born on Teesside and his work clearly reflects this. We will look at his work to explore its importance and meaning. Are there any other local artists we can draw inspiration from?
- Stockton is believed to be an Anglo-Saxon town. Why did they come? Who came after them?
- The first ever passenger railway was built on our doorstep. Why was this important and why was it built?
- Stockton has a tradition of challenging racism and bigotry and welcoming the stranger. What was the Battle of Stockton? Can we find evidence of it? How can we follow and live out these traditions today?

Intent

At St. Patrick's Roman Catholic Primary School, our approach to learning has Christ at the centre of everything we do and our motto 'May Christ be seen in us' reminds us of this. We encourage pupils to

live out the message Jesus gave us when He said, 'I have come so that they may have life and have it to the full.' Our curriculum is broad and balanced to allow children to live to this statement giving them independence and confidence.

The core values of our Catholic education remain central to the life of our school and we want our children to have a sense of self-worth through their experience of belonging to a caring community and to giving in return to their community. We aim to develop the importance of values, whilst respecting the differences of others.

We want pupils to be well-rounded, wise individuals who are independent and self-motivated. We have high aspirations and constantly seek to inspire pupils to reach the potential given to them by God.

We aim to offer an aspirational and inspirational curriculum which builds on the knowledge, understanding and skills of all our pupils, regardless of their starting points, challenging them to be the best they can be.

We want our pupils to be prepared and equipped with the necessary skills to be able to face the challenges ahead independently driving their own limitless success.

Our curriculum is designed and driven by a firm belief that we need to develop children's independence, inquisitiveness, determination, motivation, resourcefulness and resilience.

The curriculum is purposefully designed to provide opportunities of first-hand experiences wherever possible.

Implementation

Our curriculum promotes children's independence, resilience and confidence.

To do this our curriculum:

- Is inclusive, so that every child can achieve their potential. Not all children learn at the same rate or in the same way. We need to adapt to this. Teachers don't all teach in the same way for every lesson. Teachers have the freedom to structure lessons with independence. As a learning community we are more concerned with the outcomes than the processes.
- Reflects children's interests and their world, to make learning meaningful and purposeful. We need to provide curriculum opportunities that that are meaningful and purposeful.
- Is interactive and engaging to children developing their interests and skills in an appropriate way.

To achieve this, we have adopted the following principles:

- Use creative stimulus eg artefacts, texts, images, activities, visits and the arts to bring topics alive. Not all lessons will start the same way or be restricted by set methods.

Teachers will engage pupils according to the topic, their own interests and the interests of the children. We aim to inspire children – this means we have to be creative and teachers need the freedom to do so.

- Provide as many memorable first-hand experiences as possible.
- Develop local, national and global multi-cultural awareness, across the school.
- Teach the children to be better at things, not just learn about things. For example we want the children to develop their historical skills through learning about the Romans

– not just learn facts about the Romans.

- Make the outdoor environment an integral part of provision wherever possible.
- Take the school into the community and bring the community into the school. Our school is part of a community and we have a responsibility to be a positive part of that community.
- Promote health and safety including e-safety, in all areas of the curriculum so that the children learn how to keep themselves safe and so that they feel safe,

Skills, knowledge and understanding are taught in the context of a termly over-arching themes, or topics. Occasionally, teachers may introduce topical areas in response to what is happening in the world or in their community. These are used to inject variety and also ensure the fulfilment of all statutory requirements. Subjects, for example geography, history or science, lead some topics, whilst others are led by inspiring literacy.

The Pedagogy

In order to provide meaningful learning experiences for the children, we teach in flexible ways depending on the children, the topic and the intended outcomes. This gives capacity

to plan whole days for practical work, or to have mini-topics to focus skills and learning outcomes.

Sometimes topics and themes for learning create the opportunity more in depth about specific elements of a topic. Staff can be flexible in their approach to teaching topics – linking it to other curriculum areas where it is natural to do so. This structure allows us to offer this opportunity for pupils to read widely around a subject, whilst encouraging a thirst for knowledge and opening up wider opportunities for independent learning.

Teachers ensure that over a half term, Literacy and Numeracy are clearly developed so that learning deepens in the key areas of learning so that children can embed their learning and develop a deeper understanding.

Additionally, several elements of literacy, such as reading, phonics, handwriting and SPaG are timetabled on a daily or weekly basis.

Our aim is to ensure that the key skills and expectations in literacy are embedded and used in all areas of the curriculum. For example, we would expect standards in writing in History to be reflected in the standards visible in a Literacy book.

Currently, Maths usually takes the form of a daily lesson, though we do incorporate Maths skills in other areas of the curriculum where possible.

Breadth of Curriculum

It is vital that the children receive a rich curriculum in all areas and not be limited to a narrow and dull curriculum. Children have the right to experience a rich, broad and balanced curriculum and this is our aim.

We consider carefully topical issues, moral and ethical issues, multi-cultural issues; religions; famous people; artists etc. These will include: entering competitions; responding to topical issues; developing projects with external providers; listening to visiting speakers, having curriculum experts enrich our curriculum, attending sporting events, working in

collaboration with schools across Europe, celebrating religious festivals; national days of interest or developing topics suggested by the pupils.

It is our desire that children experience the curriculum by providing the very best of opportunities to them making their learning deep and fulfilling.

The curriculum should provide rich opportunities for the children to develop in a wide range of areas:

- Opportunities to share achievements in assemblies and other whole school events
- Opportunities to contribute towards learning and the curriculum and be involved in decision-making that effects the whole school both through School Council, EcoCouncil or Mini Vinnies and through regular pupil perception surveys etc.
- A wide range of clubs and extra-curricular activities both after school and during lunchtimes
- The opportunity to play a musical instrument
- The opportunity to join a choir
- Opportunities to work with the local community
- The opportunity to be a Pat's Pal, where older pupils might support younger pupils in their reading or pastoral development
- The opportunity to develop skills to keep themselves safe
- Opportunities to perform in plays and other dramatic and musical performances and the support for those who find that challenging
- Opportunities for public speaking in assembly and church
- Work independently on a project in Y2 and Y6 to showcase the skills they have developed receiving a prize from the Mayor at dedicated assembly

Visits and Visitors

- To enhance the curriculum the children should benefit through the experience of:
- The opportunity to develop as a writer and public speaker
- The opportunity to listen to professional narrators
- The opportunity to see professional actors make a story come to life
- A residential visit
- The opportunity to experience 'Outdoor Education' facing physical challenges
- Visiting places relating to topics covered
- The opportunity to play in local sports tournaments across the KS2
- The opportunity to discuss the career paths of past pupils who have excelled and can share their achievement

Impact

The outcomes of the curriculum are measured by the attainment and progress made by the children. Put simply how much the children know and remember including whether or not the children have mastered a particular skill. Teachers continually use assessment of the

children's responses and the work they produce to measure impact. Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. This includes book scrutinies, learning walks and lesson observations to measure the impact of teaching and learning. Teachers and leaders also have the school's curriculum assessment data to support judgements on the impact our curriculum is having.

The leadership team, in consultation with staff and children, regularly review and renew the school curriculum to ensure all elements are fit for purpose. Governors play an active part in measuring the impact of the curriculum and work closely with subject leaders to challenge and support, helping shape the intent and implementation of the curriculum on offer at St. Patrick's.