



**St Ralph
Sherwin**
Catholic Multi Academy Trust



CHRIST THE KING CATHOLIC VOLUNTARY ACADEMY

THE CURRICULUM

September 2019

Curriculum Intent

Our curriculum should continue to reflect our Mission Statement throughout. We can and will put the child, his or her wellbeing, spiritual development and role in the world at the centre of all school life, including its teaching and learning. Christ the King should be a place where Gospel values, positive relationships, happiness, mutual trust and respect are at the heart of everything we do.

Our responsive curriculum has been designed to take account of new guidelines from Ofsted, the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. It is designed to expose our children to enriching experiences, immersing them in the accumulation and application of knowledge and skills; equipping them with personal characteristics required to succeed in life, including an ability to express themselves as individuals.

Ultimately, we want all of our children to be firmly on their way to making their own choices, based on sound principles, fairness, a caring philosophy, competent basic skills, comprehensive general knowledge and coherent thinking. They should be equipped with knowledge and skills that empower them to pursue their interests and gain relevant and attainable qualifications in their subsequent educational lives. Their potential to make a positive contribution to the world in which they live – as happy and confident adults – should be our recognised, and recognisable, goal as a school.

Curriculum Implementation

- Pooling the strengths, experience and knowledge of our staff and with research into the current thinking about, and requirements of, the primary school curriculum, we will ensure that the subject matter and delivery of our curriculum is progressive, inclusive and well-balanced between accumulating and using knowledge and skills. In*

order to ensure this, our curriculum overview will be reviewed annually by management and teaching staff.

- Children are expected to work hard and demonstrate positive learning behaviours and, wherever possible, contribute to the school and wider community. To enable this :
 - We have high expectations of attendance, academic achievement and pupil behaviour implemented through monitoring, intervention and observable aspirational levels of challenge. There are equally high expectations of the adults in school – to educate through example, to widen their own knowledge and to provide a stimulating learning environment.
 - We provide a broad and balanced curriculum which responds to the practical realities of the changing world in which our children live, whilst developing a creative, moral and spiritual dimension in which to frame this. As well as through our academic timetable in school, we ensure children are equipped with the knowledge to stay safe eg online. We also provide many opportunities for wider learning – for example, extra music tuition, sports coaching, after-school clubs, drama productions, external visiting specialists, day and residential trips.
 - We are committed to working in partnership with parents as we believe that when home and school work closely together we get the best outcomes for our pupils across the curriculum. We do this through, for example, information evenings, the school ‘app’, shared reading sessions, shared worship, fund-raising events, home-school books, themed days and regular opportunities for consultation.
 - We foster a reward culture throughout school, including a well-embedded ‘House’ system, shared ‘Celebration’ assemblies, ‘Golden’ dining tables and individual classroom merit and celebration so that children are encouraged to take a pride in achievements, kindness and positive behaviour.
 - We encourage the children to have a ‘voice’ and a sense of ownership and responsibility in school. This is implemented on a daily basis within the classrooms but there are other opportunities to develop this, for example, through the School Council (Pupil Voice), becoming a librarian or a gardener, buddying up for reading with younger pupils and joining the Chaplaincy Team.
 - The Catholic ethos of our school influences all areas of the curriculum in a positive way and impacts on the children’s attitudes to each other and the world around them. Every opportunity is taken to make this experience real – not just in the context of the R.E. syllabus but, irrespective of belief and cultural background, on a much wider spectrum, encompassing, for example,

ecological issues, British values, the behaviour policy, perceptions of equality, family, history etc

- Our curriculum recognises the importance of mental and physical well-being in shaping long-term life-style choices and, also, the fundamental skill of speaking clearly to express ideas, emotions and needs. We implement this part of the curriculum through a cross-curricular approach with interventions like 'Positive Play', 'Nurture Club', one-to-one counselling and outdoor learning through Forest School and adventurous activities with specialist staff. Children gain confidence in different roles and in larger group settings through participation in events like Young Voices, dance competitions, maths and science days in other schools and their own school plays and performances.
- Communication skills, reading, writing, listening and reasoning all take a high priority outside of core subjects, as well as within them. Through the written word, children assimilate knowledge and the vocabulary to interact with changing environments. A love of reading is of paramount importance. The literacy curriculum is complemented by Book Fairs, dramatic productions and visiting theatre groups. Classrooms encourage reading a wider range of books than their 'home-readers' through 'class book boxes', as well as by using the school library, opportunities to use online written text for personal research and sharing recommendations and opinions about books with their peers. In EYFS, fluent speaking and focussed listening is a precursor to the children's developing ability to explore ideas and gain knowledge in most other areas of the curriculum.
- Continuing Professional Development for all staff is a priority to ensure they have the necessary skills and knowledge to deliver the highest standards across the entire curriculum. Specialists work alongside teaching staff to enhance curriculum delivery. Subject Leaders have the necessary expertise to play a pivotal role in both the design and delivery of their subject area; ensuring a clear progression of both knowledge and skills across all year groups, underpinned by a robust assessment system. They can confidently articulate how learning is re-visited and developed year-on-year, to ensure depth of learning across the school.

Curriculum Impact

- Our children generally demonstrate confidence, independence, resilience and motivation in their learning.

- Our children have a wide vocabulary across subject areas and are able to speak and/or write coherently about their knowledge. Fundamental is their ability to apply the learning of skills and knowledge to new areas as well as consolidating facts into long-term memory so that it is not redundant but can be used to build up a wider knowledge-base – for example, by working chronologically, where possible, in History and marrying up strands – like the relationship of physical Geography to social Geography or their knowledge of rocks in Science to understanding volcanoes or river formation.
- Our children are able to form meaningful relationships based upon mutual respect and trust, recognising and celebrating difference, not only within the school community, but in the wider world as well.
- Our children have access to a broad and varied curriculum, allowing each of them to excel as individuals and be the best they can be, even if their special talents and gifts are not immediately related to the ‘core’ subjects which are tested nationally at the end of key-stages.
- Our children achieve their potential academically – hopefully, if not always, to the ‘expected’ standard or beyond. They are closely monitored and supported to ensure this outcome.
- Our children are well prepared to access the challenges of the secondary school curriculum and its social and community life.
- Our children have high aspirations for the future and recognise that these can be most possibly realised with hard work and determination.
- Our children grow up feeling valued and being able to make a positive contribution to the world.

“We can and we will.” (Mission Statement)