
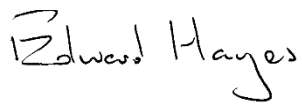


# Sacred Heart Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi-Academy Trust



## CURRICULUM POLICY

Policy Date:	28/06/21		Kate Hayles Head Teacher	
Policy Review Date:	28/06/22		Edward Hayes Chair of Governors	

# Sacred Heart Catholic Voluntary Academy

## Policy on Curriculum

At Sacred Heart Catholic Voluntary Academy we put our faith into action in every aspect of school life. We want to help every child achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life. We strive to develop the Gospel values of 'Hope, Joy and Fulfilment' as we endeavour to develop the talents of every member of our school community.

### Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

### Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment and aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

### Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;

- to teach children the basic skills of English, Mathematics and Computing;
- to enable children to be creative and to develop their own critical thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum (2014) and the Catholic Education Service Agreed Syllabus – 'Come and See';
- to teach children to have an awareness of their own spiritual development, understanding right from wrong;
- to help children understand and value the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves, high self-esteem, and to be able to live and work co-operatively with others.

### **Organisation and planning**

We plan our curriculum in Year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website.

Our curriculum is thematic with a cross-curricular approach to enable 'joined up/purposeful' learning to take place. We use the Wordsmith scheme for English across the school and use this to plan our 'Wider Curriculum'. This enables themes to develop around the book or books which are being studied in English. We regularly review our long-term plan to ensure coverage of all subjects across the Key Stages.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curricula, and there is planned progression in all curriculum areas. The curriculum is enhanced by using visits and speakers whenever possible. We aim that each class should have one of these enhanced opportunities each term. Each year there is the opportunity for all children to enjoy a theatre experience and there are various sporting events which they attend. We endeavour to make as many links with the other schools in the St Thomas Aquinas Multi Academy Trust as possible through a variety of curriculum opportunities

### **Children with special needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do in consultation with the parents of the child and advice has been sought from external agencies, i.e. the Educational Psychologist.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, the class teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Children's special educational needs may be met by the use of intervention groups or one-to-one support from Teaching Assistants and teachers.

### **The Early Years Foundation Stage**

The curriculum that we teach in the Foundation 1 and 2 classes meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses

on the Early Years Development criteria and on developing children's skills and experiences, as set out in this document. We use a systematic phonics scheme and the Project X reading scheme, supplemented with many texts from other suitable schemes.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Foundation class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the pre-school providers in the area.

During the children's first term in the Foundation classes, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

### **Key skills**

Our curriculum ensures progression in the following key skills:

- reasoning;
- enquiry;
- working with others and communication;
- improving own learning and performance;
- problem-solving and creativity
- computer skills

All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

### **The role of the subject leader**

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives core subject leaders non-contact time when necessary, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned.

### **Monitoring and review**

Our governing body is responsible for monitoring the way the school curriculum is implemented. Governors review each subject area according to the policy review timetable and meet regularly with subject leaders.

The headteacher is responsible for the day to day organisation of the curriculum. The headteacher and senior staff monitor the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They monitor long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.