

	<p style="text-align: center;"><b>Corpus Christi Catholic Primary School</b></p> <p style="text-align: center;"><b>Catholic Approach to the Curriculum Policy</b></p>
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*Joyfully, unique in Jesus' family, we learn to use our special gifts to love,  
serve and make the world a better place.*

Curriculum Policy			
Approval		Board of Governors	
Date of last review	May 2021	Date of review	July 2023
Date of next review	July 2025	Maintenance	FGB Committee

## 1. Context: A Catholic Approach to the Curriculum

*“This is what we are about: We plant the seeds that one day will grow. We water seeds already planted, knowing that they hold future promise”.*

Bishop Ken Untener

Our Mission Statement is the foundation stone of our curriculum where we show that

*Joyfully, unique in Jesus’ family, we learn to use our special gifts to love, serve and make the world a better place.*

### **Our aims for our curriculum at Corpus Christi are:**

- to provide a Catholic education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life
- to provide explicit Catholic character education through worship, relationships and health education, and throughout teaching and learning
- to recognise and develop the uniqueness of each person as a child of God through the broader curriculum
- to educate and inform children so that they can take their place in society with an attitude of service and commitment to the common good
- to provide an inclusive education where all children and families feel welcomed, loved, valued and respected
- to provide our children with the opportunity to experience excellence through a curriculum which is diverse, enriching and challenging
- to prepare children to take advantage of the opportunities, responsibilities and experiences of later life.

## 2. Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

Education legislation requires that the school curriculum be *balanced and broadly based*, and should:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

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](#).

### 3. Roles and responsibilities

The **Headteacher** is responsible for ensuring that this policy is adhered to, and that responsibility for the curriculum in schools is shared between the Head Teacher, the Governing Board, LA and Diocese. The 'basic' curriculum for maintained schools must include the national curriculum. The national curriculum sets out the subjects and associated programmes of study that must be taught at each key stage.

- 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 individual 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 board
- At least 10% of school curriculum time is allocated to RE
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body 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.

The **Curriculum Leader** will:

- Lead the development and implementation of the school's curriculum
- Effectively communicate to parents/carers/governors about our curriculum so that they support and engage with it
- Work closely with subject leaders to ensure that they have a full understanding of their subject (progress and attainment); are able to clearly show progression of knowledge, skills and vocabulary across and within each year groups, meeting the National Curriculum requirements; and that they have clear evidence of the progress being made
- Ensure reading and key stage appropriate mathematical skills are part of everyday life for children. Ensure that all children's needs across school are met in all subjects with teachers and this is evident in children's learning
- Alongside SLT, monitor standards in books, including marking and feedback, content and challenge.

**Subject Leaders will:**

- Articulate how Catholic Social Teaching impacts their subject
- Have a clear and shared understanding of how the subject contributes to pupils' spiritual, moral, cultural, mental and physical development; preparing pupils for opportunities, responsibilities and experiences in adult life
- Provide clear Curriculum Intent Overviews detailing the specific knowledge, skills and vocabulary to be taught
- Ensure that the intent, implementation and impact is clear in this subject in what teachers have planned, what they are teaching and the learning outcome
- Drive forward the strategic direction and development of the subject, feeding back to the Curriculum Leader, the Headteacher and Governors
- Monitor the teaching of this subject (through book looks/moderation with teachers, lesson drops in and pupil voice)
- Create and review subject policies which meet National Curriculum expectations
- Monitor the progress in their subject across school
- Collaborate with other subject leaders to provide exciting, inspiring opportunities for learning throughout the year.

**4. Intent, Implementation and Impact**

**At Corpus Christi, our Catholic approach to teaching and learning is:**

- to provide equal opportunities for all children to access the broader curriculum with challenge and support where appropriate
- to help all children to develop lively, enquiring minds through a '**See-Choose-Act**' approach, where they investigate, debate and actively apply their learning, inspired by their faith
- that through developing effective communication skills, both orally and written, all children will produce work of a high standard which can be performed and/or published.
- to teach all subjects to an excellent standard with high expectations for all
- to encourage a love of reading that will support learning for life
- to use technology effectively and safely to enhance communication
- to help all children develop personal, moral and spiritual values including respect for others and their beliefs and for the environment
- to support children in their learning through developing a strong sense of physical, mental and emotional well-being.

## **Catholic Character Education**

Catholic Character Education at Corpus Christi seeks to foster the formation of pupils, staff and all members of the school community, engaging them in a shared vision of life based on our school Gospel Virtues. Catholic Character Education is defined in five key areas of virtue: theological, moral, intellectual, performance and civic - all leading to growth in practical wisdom and human flourishing in the pursuit of Christ. Our See-Choose-Act approach to the curriculum is the embodiment of practical wisdom.

Our bespoke programme for Character Education is based on the development of Virtue Literacy through Virtue Knowledge and Understanding and Virtue Reasoning, to promote capacity for critical reflection. An explicit programme of Character Education will be taught as part of RSHE provision, as well as within RE, Collective and Class Worship and reinforced throughout teaching and learning and in all aspects of school life.

### **Our See-Choose-Act approach to the curriculum:**

\*The See-Choose-Act methodology helps the children and staff become critical thinkers in light of the Gospel values. Jesus invited His disciples to see the truth through His eyes, through the lens of the Gospel. Corpus Christi School aims to achieve this with the see-judge-act methodology. The three stages are expressed as see, choose, and act.

In the curriculum context, **step 1** of the cycle, to **see**, is about gathering as much purposeful information as possible about the text or incident being explored. Every useful angle and perspective is necessary to gain as much knowledge as possible.

**Step 2** of the cycle is to **choose**. This is further sub-divided into two: social analysis and theological reflection. The former examines the economic, political, social, historical and cultural factors. Who owns what, who pays, who makes decisions, who is left out? The theological reflection brings to the forefront the social teaching of the Church (Gospel values). The children look to scripture or Jesus to help interpret this experience in the light of faith.

**Step 3** is to **Act**. From the information and analysis the children decide what action needs to be taken to change the situation. The aim is a transformation of social structures that contribute to injustice and suffering. The children will consider how best to begin the process of this transformation.

*\*Based on the 'The breadth and length and height and depth': a reflection of the curriculum in a Catholic school' by Raymond Friel.*

### **Our Curriculum Design**

As a Catholic school, we aim to prepare all children to understand the world in which we live (including Catholic social teaching and principles) and recognise the part they can play in making it better. We want our children to make informed decisions about their positive role in the modern world, through a Catholic perspective, based on adherence to the Gospel Values. As a result we will pursue excellence for all through all curriculum areas.

We recognise RE as a core subject and we adhere to a diocesan-wide curriculum, 'God Matters'. We recognise that parents are the primary educators of the faith and we work closely with the local parish and community. We foster an ethos of serving both individuals and society through fundraising, supporting local and worldwide charities, and caring for our planet.

The curriculum is designed in the context of local areas where we focus as many aspects of our learning as possible around our local area, the beaches and the forest. Bournemouth beaches are spectacular and provide a wealth of opportunities for learning. Our school is situated close to the New Forest which also guides our planning.

Each half term, learning centres around an Enquiry Question, encompassing key skills and concepts, Gospel Virtues, a selection of high-quality texts, and curriculum objectives. Curriculum Intent Overviews are written for each subject, detailing the specific knowledge, skills and vocabulary to be taught.

Teaching and Learning is monitored and informed with the use of marking and feedback books. Please see the following policies for further information:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Assessment Policy
- Each subject has its own policy which is shared with all staff.

### **EYFS**

See our EYFS policy for information on how our early years curriculum is delivered.

## **5. 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 and ensure that there are no barriers to every pupil achieving.

Teachers 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.

## **6. Monitoring Arrangements**

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

- SIPS/ Full Governor Committee meetings

- Governor link visits with subject leaders
- Annual Governor information evenings
- Invitation to Governors to all INSET/CPD

Read in association with:

[Pupil Teaching and Learning Policy](#)