



**'Be yourself, but be it very well'**  
**St Cuthbert's Catholic Primary Curriculum Statement**

***'Every child has the right to an education' UNCRC Article 28***  
***'Education must develop every child's personality, talents and abilities to the full' UNCRC Article 29***

We have reviewed our curriculum during 2019-2021, in terms of **intent**, **implementation** and **impact**.

**Intent:** At St Cuthbert's Catholic Primary School, we aim to deliver a curriculum which will stimulate, excite and challenge our children; one which will enable each of them to make progress and to achieve the highest standards possible. We have high expectations of all our children and will plan a curriculum which will develop a passion for learning which will remain with them for life, which is interesting and relevant, which extends their understanding and which will allow our children to have high aspirations of themselves and want to achieve their very best. As a Catholic School, the vision and values of Catholic Education remain at our core.

The following statements underpin our curriculum and drive it forward:

**Driver 1:** *To cultivate a love of learning* – To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, to enable every child to be inquisitive, excited and motivated by the opportunities offered in the 21<sup>st</sup> century.

**Driver 2:** *To develop independence in each of our children* – To prepare our children for the everyday challenges of life in the modern world by promoting self-confidence and resilience.

**Driver 3:** *To develop our children's knowledge and understanding of their place in the community and wider world* – To foster a greater understanding of 'self'; to develop social skills and an understanding of society and to embrace the culture they live in and understand the cultures of others.

As children progress through our school, they will develop the personal skills to become independent life-long learners by understanding how to become self-managers, enquirers, creative thinkers, reflective learners, effective participators and team-workers.

Each term we will spend a week focusing on particular knowledge and skills which, we believe, will enhance our pupils' ability to be effective, pro-active citizens in the 21<sup>st</sup> Century. This part of the curriculum will be known as **Life Skills**. The children will have the opportunity to learn in the following areas:

EYFS and Key Stage 1: The Importance of Community – our school, our parish, our locality

Lower Key stage 2: Environmental Challenges – globally and locally

Upper Key Stage 2: Personal Aspirations – finance and university and career options

Our curriculum will focus on our local heritage, as well as helping our children with their knowledge and understanding of the world from a local, national and global perspective. Therefore, we will provide **Enrichment Opportunities** for all children to be motivated by and in which to have the opportunity to excel:

- Regular opportunities to share their achievement and success in assemblies
- Regular opportunities to share their learning and be involved in decision-making that affects the whole school, for example, through School Council and Eco Council
- Opportunities to represent the school through liturgical celebrations, sporting events and musical/dramatic performances
- A wide range of clubs and extra-curricular activities, both after school and at lunchtime
- Opportunities to consider and represent the rights of everyone through our Rights Respecting Group work
- Opportunities to promote ways to live simply and to take care of our world as an Eco Warrior
- Regular opportunities to take part in, and to organise, charitable events



- The opportunity to play a musical instrument
- Opportunities to work in, and with, the local community through Mini Vinnies and our Life Skills weeks and School and Eco Councils.
- The opportunity to support our younger pupils as a Buddy or Play Leader
- The opportunity to develop, work in and enjoy our Wildlife Garden

*'I love the Lego club at St. Cuthbert's because I love building. I love being at St. Cuthbert's because I love learning'*  
*James, Year 2*

**RE:** Through RE, the children are taught about religious practices, spirituality, respect and wonder. They develop their own faith journey and personal relationship with God.

**Implementation:** At St. Cuthbert's, teachers have a good subject knowledge of the subjects they teach and provide lessons which are structured, clear and well-paced. Teachers give feedback to the children in various ways, making sure that they address any misconceptions. Our curriculum plans and lessons are designed to help pupils to remember content over a long period of time and be able to build upon their learning. These long term plans are mapped out in statements available on our website for our community to see.

Teachers create environments which focus on the pupils themselves and is rich in reading at all stages. Pupils are challenged at their own level and are provided with opportunities to experience knowledge and skills which will ready them for the next stage in their education journey. Teachers know the children very well and assess their knowledge and skills through ongoing assessment, marking and feedback.

*'The teachers here are wonderful and will help you learn no matter what' Harry, Year 6*

**RE:** Religious Education is taught across EYFS, Key Stage 1 and Key Stage 2. 10% of curriculum time is allocated to the teaching of our faith. Lessons are based on the 'Come & See' programme as directed by our Diocese. Other faiths are also taught twice a year and children learn about Islam and Judaism in the autumn and spring terms. Whilst children in all year groups learn about the same theme, each year this is built upon and their knowledge and understanding are extended.

**Reading:** At St Cuthbert's we understand that reading is the key to success for children. It is an important part of our curriculum and is an integral part of all of our lessons. As such, all staff are committed to ensuring that all children become independent and fluent readers during their time at our school.

In school, children are exposed to reading on a daily basis through a combination of shared, guided, individual and independent reading. In Early Years, we teach children to decode words using phonic skills as our sole approach. Synthetic phonics is taught throughout Key Stage 1 and 2 developing the building blocks to read. Within various reading contexts, and as children become increasingly fluent with reading, they develop the reading skills and strategies to read both for pleasure and to support their work in all areas of the curriculum. We believe that by inspiring children to read and by giving children opportunities to explore a range of rich and appropriately challenging texts through a variety of reading activities they will, in turn, succeed.

*"The more that you read, the more things you will know. The more you learn, the more places you'll go." Dr. Seuss*

**Writing:** Through writing, we believe that all children should be able to communicate their knowledge, ideas and emotions through their writing. We teach the National Curriculum, supported by clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. We believe that for children to become lifelong readers and writers, they need to have access to high quality books and texts. The use of high quality books and texts is at the heart of our school's successful approach to engaging and supporting children to become motivated and independent writers. In writing lessons pupils have the opportunity to write clearly, accurately and coherently; write in different styles and for different purposes and audiences; develop a wide vocabulary; gain a solid understanding of the grammar rules and



terminology appropriate for their age group and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their here.

**Maths:** At St. Cuthbert's, we have high aspirations for all learners and believe that all children can succeed in Mathematics. We are a member of the Archimedes Maths Hub, where staff work in collaboration with other schools to develop excellent practice in the teaching of mathematics for the benefit of all our pupils. We use the mastery approach to mathematics, where the focus is on all pupils working together on the same objective. This ensures that all pupils can master concepts before moving onto the next step within the learning sequence. Pupils who grasp concepts rapidly are challenged through sophisticated problems that encourage them to reason about their learning and explore a concept in greater depth. When pupils struggle to grasp a new concept, interventions will be implemented to ensure that any learning gaps can be closed.

**Foundation Subjects:** At St. Cuthbert's we aim to provide the pupils with a rich and exciting foundation curriculum for all. We aim to ignite the spark of interest in subjects such as Art, Science, History, PE, Design Technology, Geography and Music. We also place emphasis on learning a different language, French, in Key Stage 2 and teach Personal Social and Health Education to all pupils to underpin school life. These lessons are timetabled weekly in every class and children look forward to them. Lessons follow the structure set out by the subject lead and National Curriculum requirements. They focus on providing children with the tools to know more, remember more and be able to do more, always building on previous learning.

As a result of their experience in teaching and learning, pupils at St. Cuthbert's develop detailed knowledge and skills across the curriculum. They achieve well. When speaking to children about their learning, they know more, remember more and can do more. They are articulate, at their own level, being able to describe specifics of what they have learned in their Science, History and Geography lessons, for example. Work in books is of a high standard and pupils with additional needs (SEND) are supported to achieve at their own level, as their peers do. Thanks to the well sequenced and structured curriculum, 'Life Skills' weeks and enrichment opportunities, pupils are ready for the next stage of education. They have the skills and knowledge to access this next stage. At a fundamental level, pupils read widely and often and therefore begin the next stage of learning with proficient skills including applying mathematical knowledge and concepts appropriate to their age.

*'My favourite subject is History. I like learning about the Romans because I find it fascinating the fact that something today comes from something long ago' Daniel Year 4*

**RE:** The impact of our teaching and learning in RE will result in our pupils knowing God, developing their own understanding of their relationship with God and taking the next step on their own faith journey. This is a deeply personal relationship and one which we aim to help flourish and nurture. Through teaching of other faiths, the pupils will develop a deeper understanding of the world and an appreciation of our wonderful similarities and differences.

**Reading:** Through our high quality teaching of reading, we want all pupils to reach age related expectations or above by the end of each year group. This includes reading easily and fluently with good understanding therefore being ready for secondary school as well as acquiring a wide and varied vocabulary. Through our high quality teaching of writing, we also aim for all pupils to reach age related expectations or above in each year group. This includes writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences in readiness for secondary school and beyond.

**Mathematics:** An effective Mathematics curriculum will ensure that pupils are excited and motivated in lessons. They will be able to recall facts and carry out procedures accurately and efficiently. A mathematical concept or skill has been mastered when a child can show it in multiple ways, using mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations. Teachers will assess the impact of teaching informally during each lesson by using questioning during discussions and by assessing work produced by pupils in books as well as some use of formal assessments at specific times throughout the year.



**Foundation Subjects:** As a result of well-sequenced and sound teaching of the foundation subjects, the pupils are provided with the skills and knowledge in a variety of subjects to equip them for the next stage in their education and to use in life. Through the balanced teaching of these subjects, pupils can articulate their own opinions and knowledge about a wide range of topics, ones which are built upon to shape their lives. Pupils leave St. Cuthbert's with a secure understanding of the academic content; with the understanding of how to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to the local community and how to endeavour to be the best that they can be.

*'I love PE at St. Cuthbert's. I love St. Cuthbert's because all of all the clubs and people here are so lovely' Hannah, Year 2*

We continuously work to further develop our programme of visits and visitors to school to enhance our curriculum in focused areas. The curriculum at St Cuthbert's meets the requirements of the National Curriculum and the requirements of the Bishops of England and Wales.