



# **St Mary Magdalen CPS**

## **Primary Curriculum Policy**

Date policy last reviewed: October 2025

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

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## **Statement of intent**

At St Mary Magdalen Catholic Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with our Catholic core values and the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

## 1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'

## 2. Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who monitor the implementation and impact of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The senior leadership team (SLT) is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum and include strategies to promote retention of knowledge.

- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content to provide memorable learning.
- Collaborating with the SLT and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher through pupil progress meetings.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Providing leadership, support and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within their subject and reporting on this to the SLT.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCO is responsible for:

- Collaborating with the SLT and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

### **3. St Mary Magdalen's Curriculum intent**

At this school, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

Our curriculum is designed to ensure that all pupils acquire and retain essential knowledge, skills, and values that support their academic, personal, and spiritual development. We believe that every child is uniquely created in the image of God, and our curriculum reflects this by nurturing the whole child—intellectually, morally, emotionally, and spiritually.

#### Key Knowledge

Key knowledge refers to the foundational concepts, facts, and skills that pupils are expected to learn and build upon throughout their primary education. This includes:

Core subject knowledge in English, Mathematics, Science, and Religious Education.

Disciplinary knowledge in foundation subjects such as History, Geography, Art, Design & Technology, Music, and Physical Education.

Knowledge of Catholic teachings, Gospel values, and Catholic Social Teaching.

Understanding of fundamental British values and the responsibilities of citizenship.

Awareness of healthy relationships, emotional wellbeing, and personal safety.

Knowledge is carefully selected to ensure it is age-appropriate, relevant, and sequenced to support long-term retention and deeper understanding.

### Progression

Progression is planned and monitored across all subjects to ensure that pupils build on prior learning and make sustained progress. Each subject area includes:

Progression maps that outline the development of knowledge and skills from EYFS to Year 6.

Knowledge organisers that identify key facts, vocabulary, and concepts for each unit of learning.

Assessment opportunities that allow teachers to evaluate pupil understanding and adapt teaching accordingly.

Teachers use formative and summative assessments to track progress and ensure that all pupils, including those with additional needs, are supported to achieve their full potential.

Our curriculum centres around our Core values:

- **Curiosity** – giving opportunities to question the world, promoting independent thinking as well as communication skills through team work;
- **Aspiration** – engaging every child to push their own limitations;
- **Respect** – enabling a considerate attitude to others and our world;
- **Responsibility** – empowering everyone to have sense of importance in our world and to build with **kindness** and **honesty** in the future;

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

**Classroom-based learning:** Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

A full list of the subjects available to our pupils can be found in section 6 of this policy.

**Extra-curricular activities:** We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and we teach skills essential for life after school.

## 4. School ethos and aims

The overall aims of the curriculum are to:

- Support pupils in their spiritual development, helping them to understand right from wrong and grow in their relationship with God.
- Fulfil all the requirements of the National Curriculum and the locally agreed syllabus for Religious Education (RE), ensuring pupils understand the teachings of the Catholic faith.
- Enable pupils to be passionate about what they believe in, encouraging them to develop their own thoughts on different topics within a framework of faith and respect.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all, inspired by Gospel values.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others in a spirit of community.
- Teach pupils about the importance of forming healthy relationships with friends, family, and peers, rooted in love, compassion, and mutual respect.
- Enable pupils to understand the skills and attributes needed to be a successful learner, fostering resilience, curiosity, and independence.
- Enable all pupils to understand that they are all successful learners, recognising and celebrating the unique gifts of each child.
- Enable pupils to develop their own personal interests and a positive attitude towards learning, so that they enjoy coming to school and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of RE, English, Maths and Science, ensuring a strong foundation for academic achievement.
- Enable pupils to be creative through art, dance, music, drama and design and technology, nurturing their God-given talents.
- Enable pupils to experience playing a musical instrument, enriching their cultural and emotional development.
- Enable pupils to develop their intellect, including emotional development, the ability to ask questions, and take appropriate risks in learning.
- Teach pupils about their developing world, including how their environment and society have changed over time, fostering stewardship and responsibility.
- Help pupils understand fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Enable pupils to be healthy individuals, appreciating the importance of a healthy lifestyle in body, mind, and spirit.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success, developing resilience.
- Being rewarded for academic successes.

- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

## 5. Organisation and planning

The school's curriculum will be delivered over 190 days and lessons will be separated into three core stages:

- **Introduction to the topic, engagement and thinking time** – this is the time where lesson objectives will be set.
- **A main teaching event** – this will vary day-to-day based on the teacher's plan.
- **Plenary** – this will summarise what pupils have learnt in the lesson and will address what will be covered in the next lesson.

Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

The different learning techniques include:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using 'why' and 'how' questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
- **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils coordinate series' of events.
- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.
- **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.

Teaching and Learning Toolkit includes our process for development for this academic year for the classroom and developing our whole school teaching and learning consistency.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils. Lessons also accommodate for pupils of mixed ability, making cross-curricular links where possible.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

## **6. Subjects covered**

The school will have due regard to the national curriculum at all times throughout the academic year.

The school will ensure every pupil has access to the following core subjects:

- RE – RED To Know you more Clearly Scheme
- English
- Maths - White Rose Maths
- Science - Kapow
- Relationships and health education – A Journey in Love and PSHE – PSHE Association

The school will ensure pupils also have access to the following foundation subjects:

- Art and Design – Art Access - (taught alternative half terms to Design and Technology)
- Computing – Kapow (taught alternative half terms to Music)
- Design and Technology – taught alternative half terms to Art and Design
- Languages (at KS2) – Language Angels
- Geography – Kapow - (taught alternative half terms to History)
- History – Kapow – (taught alternative half terms to Geography)
- Music – Kapow – (taught alternative half term to Computing)
- PE – PE Passport

The school will have due regard for the ‘Statutory framework for the early years foundation stage’.

### **Prime areas**

#### **Communication and Language**

- listening, attention and understanding;
- speaking

#### **Personal, Social and Emotional Development**

- self-regulation
- managing self
- building relationships

**Physical Development**

- gross motor skills
- fine motor skills

**Specific areas****Literacy**

- comprehension
- word reading
- writing

**Mathematics**

- number
- numerical patterns

**Understanding of the world**

- past and present
- people, culture and communities
- the natural world

**Expressive Arts and Design**

- creating with materials
- being imaginative

## **7. Reporting and assessment**

Children are assessed by their class teachers through formative and summative techniques; these results are used to inform future planning.

See separate Assessment Policy

## **8. Equal opportunities**

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief

- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Equality, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

## **9. Supporting pupils with SEND**

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

## **10. Extra-curricular activities**

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur outside school hours and can include overnight stays.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

## **11. Monitoring and review**

This policy is reviewed by the SLT and the governing board.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is October 2027.