St Paul's
C of E Primary School

A place to belong

Curriculum Policy

Chair of Governors Approval:	Tom Mitchell
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Member of Staff Responsible:	Charlotte Hughes
Reviewing Committee:	Curriculum Committee
Date of Review:	Summer 2027

Table of Changes

Date	Changes	Next Review Date
September 2024	Update on evolved projects	September 2025
June 2025	Updated SEND title to inclusion	June 2026
June 2026	- CHanged PSHE scheme to Kahoot - Updated English to remove assumption that	Summer 2027

	English was only taught through whole class text. - Updated Science to say we follow Cornerstones Science programme instead of own	

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely."

Romans 12:5-8

Curriculum Policy

At St Paul's CE Primary School, we understand the importance of an exciting, well-rounded curriculum to prepare our pupils for the next stage of education, and for their future as citizens of the UK.

Our curriculum is broad, balanced and meets the requirements of the National Curriculum. We have a creative approach, which is specifically tailored to our children's needs. As a staff, we have given careful consideration to our children, their experiences and needs and developed a curriculum model that is engaging and develops curious, independent learners.

At the heart of our curriculum design is our school aims and vision: to develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

At St Paul's C of E Primary School, we are committed to supporting all pupils to achieve their full potential.

Our Aims

- Ensure our curriculum underpins our aims, vision & values.
- Nurture a life-long love of learning.
- Prepare children for the 21st Century.
- Ensure all pupils are supported to achieve their full potential.
- Ensure all pupils have a rich knowledge of the world around them.
- Engage children through exciting topics and hands-on activities.
- Take account of children's interests and fascinations.
- Make meaningful links between subjects.
- Develop children's skills, knowledge and understanding of a range of themes and concepts.
- Make effective connections to the real world.
- Help children to think creatively and solve problems.
- Develop children's capacities to work independently and collaboratively.
- Enable children to make choices about their learning.

Our Approach

- Develops children to the best of their abilities.
- Helps children to find their passions and interests.
- Helps prepare children for the 21st Century.
- Facilitates children's acquisition of knowledge, skills and understanding.
- Helps children to develop intellectually, emotionally, socially, physically and morally.
- Assists children in becoming independent, responsible, confident and considerate members of the community.
- Promotes a positive attitude towards learning, so children enjoy coming to school.
- Helps children to acquire a solid basis for lifelong learning.
- Creates and maintains an exciting and stimulating learning environment.
- Ensures that each child's education has continuity and progression.
- Enables children to contribute positively within a culturally diverse society.

Curriculum Design

Intent, Implementation and Impact

At St Paul's C of E Primary School we have designed a curriculum, and as a staff, we have given careful consideration to our children, their experiences and needs and developed a curriculum model that is ambitious, engaging and develops curious, independent learners.

Our curriculum is coherently planned and sequenced towards preparing pupils for the 21st century. Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery. As the curriculum plays a vital role in school, leaders have developed long-term plans considering each objective, planning for the progression of knowledge and skills.

Our curriculum is delivered through cross-curricular 'Projects' that aim to inspire and excite children with a range of rich and memorable learning experiences. The children go on a learning journey from their initial 'WOW' project launch experience to the project finale.

Each Project begins with a memorable experience that stimulates children's curiosity and prepares them for a new theme. A memorable experience often involves an educational visit out of school or a visitor coming into school to share their expertise with the children to share first hand knowledge. Each "Project" is built on actively promoting children's learning and thinking through creative, practical experiences as well as developing children's cultural capital through a range of rich experiences. In our Curriculum, the national curriculum content is organised into projects. Where the curriculum has been split into year groups, we have organised our content in the same way. For other subjects, we have made decisions about the placement of content based on subject schema and the interconnectivity between subjects.

In addition to the acquisition of knowledge and skills, the delivery of our curriculum supports and develops our Christian values and 'life skills' such as collaboration, perseverance, resilience and problem solving; so our pupils become confident learners, well prepared for the 21st century. Our creative, engaging and practical curriculum ensures each and every child leaves St Paul's C of E Primary School armed with the knowledge and skills to succeed.

Our curriculum is built on a cross-curricular curriculum, it is planned by our team but we use 'Cornerstones Education' to support planning and creative learning. The focus for teaching and planning in each Cornerstone is as follows;

Wow

- Immerse children in their new project and overarching learning i.e. geography
- ‘Hook’ learners with a memorable experience ‘Wow’
- Ask questions to provoke thought and interest
- Use interesting starting points to spark children’s curiosity

Teach

- Teach knowledge to provide depth of understanding
- Provide creative opportunities to learn and embed new skills
- Deliver reading, writing and vocabulary across the curriculum
- Enable and assess the application of previously learned skills
- Encourage enterprise and independent thinking
- Work in groups and independently to solve problems

Revisit and Review

- Assess learning and reteach any gaps in knowledge

Finale

- Provide opportunities for shared evaluation
- Celebrate success with a project finale
- Identify next steps for learning

Planning

Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects in a creative and engaging way. Projects usually last a full term depending on the amount of content and the children’s interests. In some cases, specific subject related projects may be taught for a shorter period, for example during a science or art week. The curriculum is successfully implemented to ensure pupils’ progression in knowledge - pupils successfully ‘learn the curriculum’.

Curriculum mapping ensures sufficient coverage across the subject over time. Subject leaders complete a detailed coverage check using the long-term plan and by following class teachers assessments. If any objectives have been missed subject leaders add any objectives to the most appropriate project in the future.

Each year group has a set of non-negotiable allocations for various aspects of the curriculum, including English, Mathematics, RE and PE. Teachers are free to arrange their projects to make the most of cross-curricular opportunities and the needs of pupils.

Leaders at all levels, including governors, regularly review and quality assure the subject to ensure it is implemented well.

Enrichment

A high focus is placed on using quality enrichment and partnerships in school to support the teaching and learning of all subjects, ranging for example, from visits from authors and artists; virtual reality and African drumming workshops; joint projects with local theatre production companies and other projects across the city. Our location, just outside the city walls of York, means that we have a wealth of history and heritage, easily accessible from our doorstep. All of the enrichment we provide supports children's cultural capital and allows them to access and enjoy a wide range of learning experiences.

Teachers are encouraged to make the learning as engaging, creative and practical as possible and as we are at the heart of York we often use the local area and community to develop cultural capital enrichment through trips and visits.

We have strong links with our local church and often use the church for visits and visitors into school. We are committed to outdoor learning and are lucky to have a school allotment and school field; teachers often use both areas for developing learning in the outdoors.

Subject coverage

English

At St Paul's C of E Primary School we believe the teaching & learning of English enables pupils to communicate and understand the world around us; it gives children confidence and a way to express their emotions, opinions and ambitions.
We have designed our English Curriculum to complement our cross-curricular projects and immerse and highly engage children with English as a subject. The intent is to provide creative, real purpose opportunities through writing and reading across the curriculum, which present opportunities for acquiring knowledge, skills and understanding of the English curriculum.

English links to each project. Cross Curricular opportunities are created to allow children to write for a purpose. As a school we are committed to developing cross-curricular writing and plan for these opportunities each week.

The early teaching of reading starts in EYFS and continues in KS1 and where needed KS2. All staff are trained in the Little Wandle program and refresher training is offered. Learning to read fluently is a fundamental part of a child's education in order to confidently access all areas of learning and prepare them for the next stage in their life.

Reading is given high status at St Paul's C of E Primary School and is at the heart of everything that we do. We aim to teach the children the skills to enable them to read well

but also aim to instil them with a love of reading and a passion for exploring a range of books.

All classes share and read whole class texts (fiction and non-fiction) that are linked to our Curriculum Projects as well as linked to archaic texts and texts from other cultures. This not only promotes a love and engagement of reading but the design of our reading curriculum means that pupils are immersed in the necessary vocabulary and grammar before they even begin to write. See English Statement for more details, including SPaG and Phonics.

Mathematics

Mathematics is a core subject and is taught discretely. However, where relevant, mathematics can be linked to ongoing project work.

At St Paul's C of E Primary School we believe a high quality Mathematics education not only develops basic skills but gives opportunities for reasoning, problem solving and generalising. We believe all children have the potential to reach the expected level for their year group, operating a 'keep up, not catch up' approach, providing children with additional high quality interventions to maintain this, if required.

Maths is taught at St Paul's using the 'Concrete, Pictorial, Abstract' (CPA) approach. This approach builds on children's knowledge by firstly introducing abstract concepts in a **concrete**, or practical, way, giving children the opportunity to handle physical objects – the 'doing' stage. The **pictorial**, or 'seeing' stage involves representing problems visually, through drawing pictures to represent the problem. When children demonstrate a good understanding of the concrete and pictorial model of a problem, the **abstract**, 'symbolic' stage is introduced. Children then begin to use symbols, including numbers, notation and mathematical symbols (+, -, x, ÷), to represent addition, subtraction, multiplication and division.

See Mathematics Statement for more details.

Science

Science at St Paul's C of E Primary School is covered through cross-curricular learning and is linked through Cornerstones' companion projects.

In line with the National Curriculum, pupils will be taught to 'work scientifically' and given opportunities to do so through each project. We use the SEERIH working scientific logos for the five different types of scientific enquiry, enabling the children to understand and recognise each enquiry skill.

To support the well-structured and progressive curriculum, the school makes use of a range of engaging resources such as those provided by Science, Technology, Engineering and Mathematics (STEM), Association for Science Education (ASE), Cornerstones and Explorify.

Teachers plan for the teaching and learning of science through a robust LTP, which ensures the progression of skills and knowledge across the whole school and which allows progress and challenge for all pupil groups. Enrichment partnerships are carefully planned and arranged to raise and support children's love of science. Classes across the whole school take part in STEM workshops run by their ambassadors to support the teaching of science, where they can also aspire to different careers in STEM.

We are committed to outdoor learning and offer a range of practical, outdoor learning experiences.

Foundation subjects

The foundation subjects – History, Geography, Design and Technology, Art and Design, Music, Performing Arts and MFL (Spanish) are integrated into each of our cross-curricular "Projects" that aim to inspire and excite children with a range of rich and memorable learning experiences.

Through the foundation subjects we aim to provide children with rich learning opportunities and enrichment to develop practical skills, acquire knowledge and develop questioning to encourage curiosity through learning. Teaching and learning supports and develops our Christian values and 'life skills' such as collaboration, perseverance, resilience and problem solving; so our pupils become confident learners, well prepared for the 21st century. Our practical, real purpose approach also develops engagement in cross-curricular writing.

To support the well-structured and progressive curriculum, the school makes use of a range of engaging resources such as those provided by Science, Technology, Engineering and Mathematics (STEM) for Computing, MFL specialists for the teaching of Spanish in KS2 and the Music Hub for in-school specialists and outreach support.

ICT and Computing

The core skills of ICT are taught alongside our cross-curricular projects across the school using the Computing Hub resources and a long term plan that has been tailored for our children. Some elements of the computing curriculum are taught discreetly alongside the curriculum. Elements of the computing curriculum include e-safety, digital publication and presentation, research, data handling and the use of digital media.

MFL

The core skills of modern foreign language are taught throughout school.

- In KS2 we teach Spanish.

However, where possible links will be made through cross-curricular projects.

Religious Education

At St Paul's C of E Primary School, Religious Education has an important and central place within our curriculum. We are a Church of England Primary School and follow the York Agreed RE Syllabus. We teach RE across the whole school and it is an integral part of the school community.

Within Religious Education, we aim to develop children's understanding of diversity and difference within the Christian Church and other local, national and global faith communities. Concepts and values are explored both through discrete RE lessons and through Faith Days and Curriculum Weeks.

Through our RE curriculum and based on the strands of Believing, Expressing and Living, we aim to help children to:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

In order to make RE a lively, active subject, we employ a variety of teaching methods including art; music; discussion; the development of thinking skills; drama; the use of artefacts, pictures, stories; the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or enrichment from members of local

faith communities. Within RE, links can also be made through cross-curricular projects where appropriate.

Please see our RE Policy for more details.

PE

PE has been developed by our PE Leader and has a long-term plan for each year group using the GetSet4PE scheme to support learning. Planning ensures progression of skills from each year group and teachers are informed what sports are to be taught in each half term. Both a sports specialist and our class teachers, teach PE are supported with CPD opportunities with the Sports Coach and other specialists across the year. Within PE, links can be made through cross-curricular projects where appropriate.

At St Paul's we are dedicated to out of school competitions to raise the profile of sport and a healthy lifestyle. Teams across the school often compete in a range of sports from triathlons, dance, boccia and athletics.

Please see our PE Policy for more details.

PHSE, RSE and Citizenship

PHSE (Personal, Health and Social Education), RSE (Relationship and Sex Education) and Citizenship (develops knowledge, skills and understanding that pupils need to play a full part in democratic society, as active and informed citizens) are important aspects of our curriculum and are taught both discretely and within the projects. The coverage and structure of our PHSE, RSE and citizenship curriculum is through a scheme called Kahoot.

PSHE and RSE play a key role in our curriculum. Children's mental health and wellbeing has been given a key place at the heart of our curriculum and we have a fully trained ELSA specialist that works across school to support children where necessary.

SMSC

Development in SMSC will take place across all areas of the curriculum. SMSC has particularly strong links to Religious Education, Collective Worship, Pastoral Sessions and Personal, Social, Health and Citizenship Education. All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

Please see our SMSC Policy for more details.

British Values

We promote fundamental British values throughout our curriculum. We want children to understand the democratic process and how citizens can have a say in decision making. We teach children to recognise the advantages to living under the rule of law and how law is essential for a safe society. We teach children to understand the reasons for accountability of institutions and why courts maintain independence and know why freedom of religion protects all faiths, as well as those with no faith. We want children to accept that people who hold different religious beliefs should be tolerated and not be discriminated against and value the importance of identifying and combatting extremism.

Inclusion

The curriculum is designed for all pupils, including those with SEND. All children will work on the same project and have access to all subjects, ensuring pupils study the full curriculum. Where necessary the curriculum is successfully adapted, designed and developed to be ambitious and meet the needs of any children with SEND. We take into account their learning, assessments, desired outcomes and targets and plan to develop knowledge, skills and abilities to develop the skills to work with fluency and independence. For children with SEND, our Inclusion leader, the class teacher, the child, parents and any other professionals will all work together to set ambitious targets ensuring pupils make rapid progress.