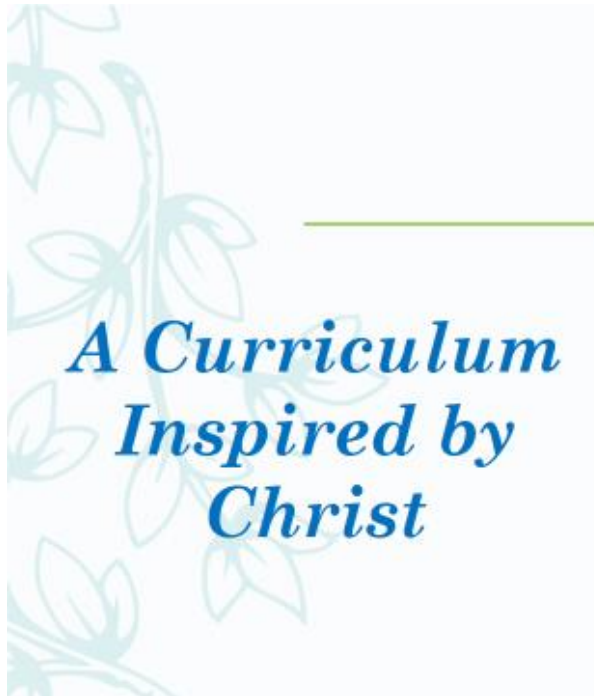




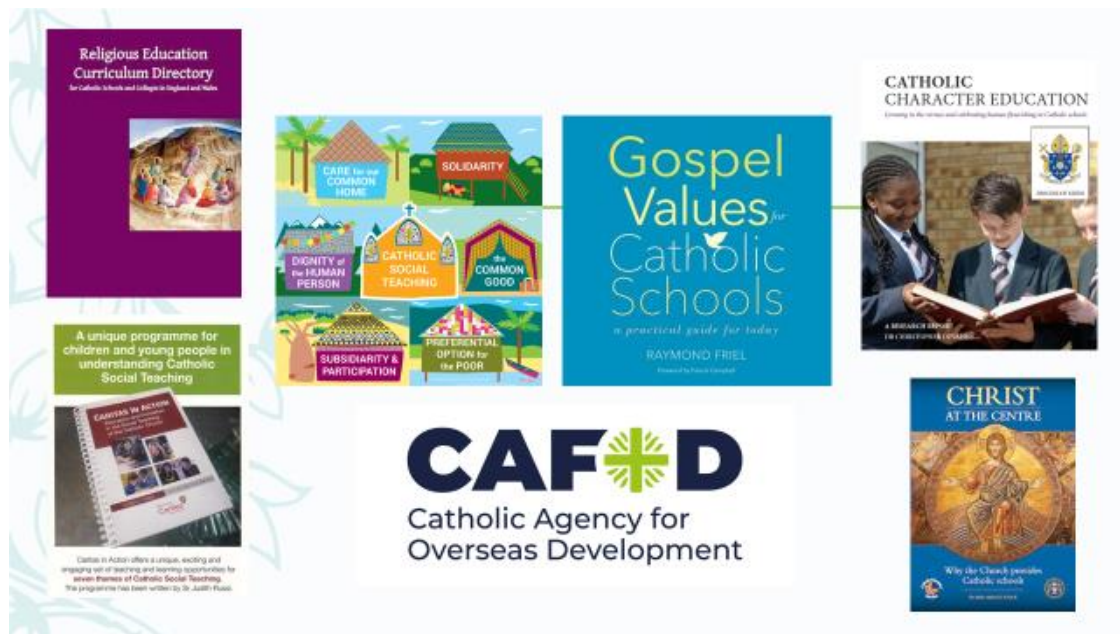
Curriculum Statement 2021-2022

Holy Cross is a school where all are valued as a child of God, where everyone is enabled to mature towards their full growth in Christ and achieve their potential. Our Curriculum is based on our school Motto of *Loved, Valued, Challenged* and is rooted in Luke's Gospel values, British Values, Catholic Social Teaching principles, is knowledge rich and ambitious for all our learners. Our new curriculum follows seven themes that allow our children to develop deeper knowledge and understanding of the curriculum themes as they progress through each year group.



Intent (Purpose)

At Holy Cross Primary CVA, the **intent** is to offer a knowledge-rich curriculum which is broad and balanced and ambitious. Our curriculum will build on the knowledge and understanding of all children, whatever their starting points, as they progress through each Key Stage linked to Luke's "Gospel Values" of Compassion, Gentleness, Justice, Integrity, Simplicity, Humility, Preferential option for the lost and least, Love, Forgiveness and Hope and to the principles of Catholic Social Teaching. The following documents have been used to support the design of the curriculum and to ensure we are delivering a 'Curriculum Inspired by Christ'.



Our Curriculum and Teaching Pedagogy have been informed by several educational research studies, books and cognitive science theories that have informed the curriculum design, Intent and Implementation:



We want to empower children with the knowledge they are entitled to: knowledge that will nourish both them and the society of which they are members through providing opportunities throughout the curriculum which will enable children to accumulate cultural capital. The curriculum incorporates the statutory requirements of the National Curriculum and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The intent of our curriculum is for pupils to have the requisite knowledge to be successful, independent and confident learners in readiness for their next stage of education. In short, **we want children to remember what we have taught them**. Through the cohesion of carefully chosen quality texts, pupils enjoy a curriculum which is rich in language, inclusive, diverse and broad in subject knowledge, providing core skills for academic success. Throughout our curriculum, we place great importance on the emotional well-being of all of our children and staff through a strong focus on PSHE, RSE, character education, emotional literacy and mental health.

Whole school Curriculum Themes – *A curriculum inspired by Christ*

We want our children at Holy Cross to learn and know about the world, show curiosity for how it works, how it fits together, how the children can actively make a difference and how they can become positive, lifelong contributors within it.

We want our children to be fully prepared for life in modern Britain, by offering an ambitious curriculum that is rooted in the Gospel values and Catholic Social Teaching principles, whilst teaching the children how to be human through our Catholic faith.

*Our ethos of 'Loved, Valued, Challenged' will allow our children to be loved and show love for others, know they are valued and value others and the world around them. Our school's Positive Learning Behaviours will allow our children to be effective life-long learners by showing **resilience, perseverance, self-belief, independence, motivation and curiosity**. These life-long learning skills will allow our children to be challenged and rise to challenges throughout their lives.*

Seven Curriculum Themes

- Social Justice
- Community
- Keeping Safe and Healthy
- Conservation
- Cultural similarities and differences
- Movement of people
- Farming

Social Justice *Discipleship – the common good*



Proverbs 31: 8-9
Speak out for those who cannot speak,
for the rights of all the destitute.
*Speak out, judge righteously,
defend the rights of the poor and needy.

Keeping Safe and Healthy *Encounter - Dignity*



Philippians 4:6-7
6 Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. 7 And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.

Conservation *Discipleship – Care for Creation*



Genesis 1:27-28
God blessed them; and God said to them, "Be fruitful and multiply, and fill the earth, and subdue it; and rule over the fish of the sea and over the birds of the sky and over every living thing that moves on the earth."

Farming *Discipleship – Dignity of work*



Matthew 13: 31-32 - The Parable of the Mustard Seed
11 He put before them another parable: "The kingdom of heaven is like a mustard seed that someone took and sowed in his field; 12 it is the smallest of all the seeds, but when it has grown it is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches."

Cultural Similarities and Differences *Missionary Discipleship - Peace*



Galatians 3:28
"There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus."

Movement of People *Discipleship – the option for the poor*



Exodus 13: 17
"God led the people about, through the way of the wilderness of the Red sea"

Community *Encounter - solidarity*



John 15:12
"Love one another as I have loved you."

Our knowledge-rich curriculum is built on the following five principles -

1. Acquisition of 'powerful knowledge' is at the heart of the curriculum

This means that pupils learn knowledge which empowers them to not only understand the world around them but to understand how each subject discipline works in order to extend this knowledge of the world.

2. Knowledge is specified in fine detail

This means that we set out very precisely what pupils will know and be able to do in each subject. This means that we don't leave anything to chance. If we want pupils to know a specific piece of knowledge we specify when and how this is learned over time.

3. Knowledge is acquired in long-term memory

This means that we expect all pupils to remember their learning into the future. We have planned the curriculum so that there are many chances for pupils to review what they have already learned and secure it in their memories.

4. Knowledge is carefully sequenced over time

This means that we have thought carefully about the most effective order to learn new curriculum content in. The curriculum is planned so that each unit of work in a subject builds directly on what has been learned before. This helps pupils understand and remember their learning more effectively.

5. Knowledge is organised into subject disciplines and is derived from discourse within subject communities

This means that from KS1 we teach individual subjects such as History, Geography, Biology, Physics, Chemistry, Art and Languages. We treat each subject separately so that pupils have a very clear understanding of what is important about each subject and that their knowledge and skills progress systematically over time in each area of the curriculum. We work closely with subject experts and subject associations to ensure that what we choose to include in our curriculum is the very best that it can be.

Implementation (Enrichment, Resources, Curriculum Themes)

We make sure that we **implement** this in a variety of ways relative to the age and development of the children.

The EYFS curriculum covers Reception and is split into seven areas of learning, three prime areas and four specific areas.

Prime:

1. Personal, Social and Emotional Development (PSED).
2. Physical Development (PD).
3. Communication and Language (CL).

Specific:

5. Literacy. (L)
6. Mathematics. (M)
7. Understanding the world. (UtW)
8. Expressive arts and design. (EAD)

The EYFS curriculum is underpinned by a carefully thought out balance of a direct teaching model and a play-based approach where children have access to all areas of learning within the classroom and in the outside learning area. Children will engage in self-chosen activities as well as carefully planned adult directed sessions, including phonics. The children are observed and assessed, as they learn and grow, by teachers and other early years professionals so that they progress rapidly towards achieving the 'Early Learning Goals'.

Pupils are still working on the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter Year 1. There is a period in the Autumn Term where the majority of children progress to the National Curriculum. Throughout this period and beyond all children are still developing their phonic knowledge through the "*Sounds-Write*" programme and developing their fluency in reading through the daily teaching of Reading. The children are taught phonics where they explore the sounds each letter of the alphabet makes. From this, they then learn the sounds that pairs of letters make and how to blend sounds together to read simple words.

This continues into Year 1 and 2 where the children will move through the units of the *Sounds-Write* programme learning to understand letter patterns as the sounds and words grow in complexity. Alongside this, through Years 3-6 sessions of 'Reading for Meaning' (VIPERS) take place at least three times a week. This gives pupils the opportunity to not only develop their fluency but also how to infer - reading between the lines - in order to comprehend the meaning behind a character's thoughts and actions in fiction, and understanding information presented in non-fiction.

These sessions also give the children the opportunity to understand how writers select particular words and phrases for purpose in order to create effect. The pupils focus on how the text may relate to themselves, another text they have read or an event in the wider world so that they are immersed in the feelings of the characters they are reading about and are aware of the world around them.

We believe that this vital knowledge will enable our children to be critical thinkers and access texts at a deeper level to empower them to be passionate readers. We encourage our children to take responsibility for reading avidly. All pupils have their own reading record which they are expected to complete daily and a suggested reading list is sent home each year, for each year group, to challenge the children to read widely thus develop their life-long love of literature and Reading for Pleasure.

National requirements and school requirements are mapped out as a whole school and then individual phase groups plan the curriculum for their pupils accordingly. Influenced by the work of Clare Sealy, throughout our curriculum, we believe it is crucial that children can make links with prior learning. We do this by making links within a subject (*vertical links*). This means that children will revisit the key concepts of a particular subject and build on them at regular intervals. Alongside this, we develop *horizontal links* between subjects in a year. For example, children learn about rivers in Geography and the importance of the River Nile when learning about the history of Ancient Egypt and the importance of the Nile in Old Testament Scripture. Finally, we map out the *diagonal links*. They are links that join concepts across both year groups and across subjects. Each time a concept is encountered within a different context, not only is the concept more likely to be remembered, the understanding of that concept becomes more nuanced. We apply a variety of Retrieval Practice techniques to support pupils' recall of previously taught learning to increase learning and long term memory retrieval.

The curriculum is underpinned by the school's 'Positive Learning Behaviours' (Motivation, Resilience, Curiosity, Independence, Perseverance and Self-belief) and these are taught on their own and through other areas of the curriculum, including assemblies and Acts of Collective Worship. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum themes. We provide opportunities within and beyond the school day for children to participate in a

wide range of competitive and non-competitive sporting and physical activities and a variety of creative arts and computing experiences.

The English curriculum and the Mathematics curriculum are supported through a framework developed by staff in school. Holy Cross predominately use the White Rose Maths small steps scheme of work as a framework to guide planning. In English, teachers use a range of resources including the Literacy Shed and VIPERS for guiding English planning. These subjects are taught throughout the school following the mastery approach and a focus on quality texts. In all year groups there are small group interventions in order to support pupils in gaining the key knowledge to become successful readers, writers and mathematicians. Specialist teachers and instructors support high quality Music, Physical Education and Forest school provision within school. All subject leaders are given training and opportunity to keep developing their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school. Theme weeks, whole school activities and opportunities within and outside school all enrich and develop the children's learning. After school clubs and events extend these opportunities further. Our locality is considered in curriculum planning by building on children's real life experiences. We make use of real life contexts in a variety of subject areas. The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. It is our aim to develop the school grounds so they can enrich different curriculum areas, particularly Forest and Eco School provision and outdoor Collective Worship.

Impact (Evaluation, Reflection and Outcomes)

The **impact** that the curriculum makes to our children is profound. Our promise to the children is that the curriculum will be a joyful experience for all. Pupils have opportunities to share their learning with each other, their parents and carers through school-based and external exhibitions, assemblies, competitions and events involving other schools. Children develop independence and motivation as learners, a desire to strive for academic excellence, along with a sense of responsibility as future citizens through our social action work in the community. The teachings of Jesus Christ and his Church are at the heart of everything we do at Holy Cross.



