



'Love one another as Jesus loved us'  
(John 13 v 34-35)

### **Curriculum Intent**

At St Mary's CE Primary School we encourage and nurture the growth of every individual and their uniqueness, so that all flourish and become all that they can be and all that God made them to be. We accomplish this through our unwavering Christian ethos and through God's love where we encourage each individual to love, respect and value themselves and others.

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Our vision enables and inspires the pupils of this school to be the best that they can be. With this in mind our curriculum provision has been developed with a clear intent to:

- meet the statutory requirements of the National Curriculum 2014.
- provide a broad and balanced programme of study that meets the needs of all of our pupils.
- enable all our pupils to make progress in their learning, achieve their full potential and aim high.
- support the acquisition of knowledge and vocabulary and reflect the local context, where appropriate.
- ensure reading is given the highest priority.
- develop the pupils' understanding and appreciation of difference – culturally and socially (locally, nationally and globally).
- develop building learning skills (including resilience, confident communication) and prepare pupils for life in modern Britain.
- engage, inspire and hook pupils into their learning through a wide range of first hand experiences - providing pupils with memorable and rich opportunities.
- prepare pupils for life beyond St Mary's School, providing opportunities to promote cultural capital.

### **Curriculum Implementation**

At the heart of our curriculum are the core subjects of English, Mathematics & Science. We also value our wider curriculum, covering all other National Curriculum subjects. As a Voluntary Aided Church of England Primary School, Religious Education also has a high status within our curriculum.

The wider curriculum ( Foundation Subjects) are taught as discrete subject specific units/topics of learning but we endeavour to make tangible cross-curricular learning links which are meaningful and can help to secure prior learning or develop learning further.

Long term curriculum overviews outline how the breadth of the National Curriculum will be taught. Teachers use the long term curriculum overviews and subject progression documents to produce medium term planning for each half term. Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted yearly to ensure that children's learning builds effectively over time to ensure children are ready to meet the expectations of the next year group.

Medium term planning is completed on an agreed format. This outlines the overarching topic question and weekly learning challenges which show a build-up and progression of knowledge and understanding. It also encompasses all 'sticky knowledge' and key vocabulary to be taught and outlines prior learning. All units/topics of learning start with a question and a 'hook' to excite and engage pupils. The plan outlines how learning is supported and enriched for example by field study, visits, workshops, role-play and practical resources. It also outlines where clear links can be made with other subjects as well as rich reading material which will excite, engage and support pupils learning. Any links with cultural capital are also highlighted.



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Short term planning is informed by the medium term planning. Planning demonstrates how all pupils will be challenged and the use of any additional support is also documented.

Our teaching is rooted in evidence- based research. Teachers are self-reflective and use this to enhance their teaching skills and strategies to help raise standards across the full breadth of the curriculum.

Assessment is designed thoughtfully to shape future learning. It is not excessive or onerous and as is part of the day to day working practices of the classroom. Teachers ensure that pupils embed key concepts in their long term memory. Key skills and objectives for curriculum areas are revisited throughout the year and applied in different contexts. Pupils revisit prior learning as an introduction to their new learning and this provides a context upon which pupils can integrate their 'new knowledge' into a wider context. Assessments are reliable and are moderated to ensure that expected outcomes are fully understood by all staff.

### **Curriculum Impact**

From their different starting points, all children will make good progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared for secondary school. Pupils will leave St Mary's CE Primary School with the understanding of how to be a good citizen with strong Christian Values, which guides pupils in the choices they make and how they choose to live. They will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society and with tolerance to the views and beliefs of others. Loving others as Jesus loved us. Pupil know and make positive contributions to the local area and the wider world. They will demonstrate emotional resilience and the ability to persevere when they encounter challenge and have the skills to be the best that they can be and with a thirst for life and life in all its fullness.

*Please refer to our Year group Long Term Overviews and Subject Progression documents for further detail of how our curriculum has been planned and organised to meet the National Curriculum Statutory Requirements.*