



St Theresa's Catholic Primary School

"to do the little things well"

Curriculum Intent Statement 2019-2020

"The Christian life is a call to a deeper communion with God and with one another, and this finds particular expression in our schools, which are rightly recognised as being families themselves, where no one is a stranger and where everyone, whatever his or her background or academic ability, is welcomed, treasured, supported and helped to become the person whom God calls them to be." Bishop Malcolm MacMahon.

At St Theresa's Catholic Primary School the aim of our curriculum is to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life. We provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding. The school ensures that children are well prepared for life in modern Britain.

St Theresa's provides a highly inclusive environment where all learners enjoy their education and most make very good progress in most subjects and areas of learning. Pupils at all levels are encouraged and supported to achieve their potential. Children are challenged and there is a culture of resilience and high expectation. We have adopted a series of standards which we all hold ourselves to account. We expect everyone to always do their best and expect the best.

When planning a curriculum, St Theresa's has had to recognise the low social and economic backgrounds of many of our families. The school is on the Bold Ward – which according to Public Health England using indicators for socio-economics is in the lowest 1% nationally. Hence the school has a significant number of families who require a lot of support, sign posting and care. Within PSHE and citizenship, account is made of the socio-economics of the area and we recognise that the children need both a sense of valuing themselves, and developing aspirations for their future and for their community. We know that for some families' aspirations are low and unemployment is a significant issue. When planning our curriculum we wanted to address these issues. We have Four themes which run through the child's learning journey which are:

Being Significant- to learn about people who through their work have had a significant impact on the world and to acknowledge their achievements and qualities and see that they too can be significant. To encourage aspiration, ambition and self-belief in our children.

A Sense of Place- to learn where we fit into the world. To explore the wider world and the issues our planet faces. To see that we are currently in a chapter of the history and development of the narrative of the journey of humanity.



We Are All Equal- The school is part of a town and community that lack diversity and is predominantly white British. We wish to prepare our children to live anywhere and as part of any community or country. To instil an understanding and a respect for equality, tolerance and diversity.

Clear Communicators-to develop a rich and diverse vocabulary in order to communicate clearly and have excellent comprehension. To speak with confidence to a range of audiences. To appreciate the world of literature and gain a love of reading both for pleasure and to acquire knowledge. We believe that reading is the key to unlock all learning. The earlier children become fluent readers, the more knowledge they can acquire. This not only improves their IQ but improves their choices in their futures.

The development and accumulation of knowledge is an important aim in itself. Staff believe that understanding and remembering content or facts is an important part of our children's journey towards deeper learning. In our curriculum knowledge content is specified in detail: Units of work are supported by knowledge organisers that detail the knowledge to be learned – something that can be written down by the pupil. We do not merely want to 'do the Romans'; we want children to gain some specified knowledge of the Romans as well as a broad overview. We want children to have more than a general sense of things through vaguely remembered knowledge encounters; in addition to a range of experiences from which important tacit knowledge is gained, we want them to amass a specific body of declarative and procedural knowledge that is planned.

Knowledge is taught to be remembered, not merely encountered: A good knowledge-rich curriculum embraces learning from cognitive science about memory, forgetting and the power of retrieval practice. Our curriculum is not simply a set of encounters from which children form ad hoc memories; it is designed to be remembered in detail; to be stored in our students' long-term memories so that they can later build on it forming ever wider and deeper schema. This requires approaches to curriculum planning and delivery that build in spaced retrieval practice, formative low-stakes testing and plenty of repeated practice for automaticity and fluency.

The wellbeing agenda is at the heart of St Theresa's curriculum. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils show themselves to be deep thinkers. They are able to empathise with the feelings and actions of others, seeing points of views and beliefs other than their own. Particularly in RE and PSHE, they show a keen interest in ethical issues and are able to apply their personal values to situations, giving reasons for their decisions and actions. They are ready to question arguments and situations.

Emotional and mental well-being is an issue that the school takes very seriously. Our children often have anxieties and worries that are a result of external factors. We want to support them so that they can learn and be confident and happy pupils. The school employs a yoga therapist and councillor to work with the children on ways to relieve stress, anxiety and low self-esteem. We also run a parents' well-being group where parents can learn strategies to support their children.



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Having strong subject knowledge is at the heart of our teaching rationale. Our staff attend regular, high quality training in order to ensure children are given a quality first teaching. We have two SLE's on the staff and an additional teacher who has attended the Excellent Maths Teacher programme. We are involved with a Maths Hub and are part of mastery in maths programme. We also employ specialist teachers in music, PE, mental health and MFL.

The school provides the full core offer of extended school provision. To promote physical health and wellbeing, a range of clubs gives learners an opportunity to access a wide variety of sports clubs after school hours and during lunch times.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. The innovative practice across the school provides a strong foundation and opportunities for children to work in teams and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on pupil outcomes. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors into school enhance the curriculum and provide opportunities for writing for a purpose.

Experiences Every St Theresa's Child Should Have:

- A visit to a farm to see domestic animals
- See the real Father Christmas
- Visit a zoo or safari park
- Have a school sleepover
- Take part in a sporting competition
- Visit a cinema
- Raise money for charity
- See a pantomime
- Visit a real theatre



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- Perform Shakespeare in a real theatre for a paying audience
- Learn a musical instrument
- See an opera
- Visit a museum
- Visit an art gallery
- Attend a residential
- Visit London and many of its attractions
- Visit a cathedral
- Go on a train
- Visit a beach
- Learn how to ride a bike
- Learn how to swim
- Be able to speak confidently in a large space
- Meet an author
- Visit our two nearest cities- Liverpool and Manchester
- Visit Saints RLFC
- Visit a football club



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- See an orchestra perform

The Governing Body hold termly curriculum meetings where subject leaders present updates of their subjects. Work is also scrutinised along with assessment data and spending on resources. Governors come into school regularly to observe the curriculum and how it is being delivered and received.

Curriculum Intent Actions

	Actions 2018-present
<p>Being Significant- to learn about people who through their work have had a significant impact on the world and to acknowledge their achievements and qualities and see that they too can be significant. To encourage aspiration, ambition and self-belief in our children.</p>	<ul style="list-style-type: none"> • Redesigned our subject curriculum maps to include a wider range of diverse role models/significant people • To introduce 'Significant People Week'- children will research people who have made a difference or who are making a positive difference to our world. The week will culminate in a whole school assembly for parents. • Have a range of recognitions (Class Dojos, Times Table Rockstars, Recognition Wall) • Developed the School Council- regular meetings with children have a real voice and influence on the school • Introduce opportunities for the School Council to meet with governors to report on their work and request improvements • Continue to hold an Enterprise Week and classes working with the local Chamber of commerce • Parents invited to our celebration assemblies • Developed our programme of assembly visitors to include aspirational speakers • Introduced St Theresa's School Standards. Continue to improve consistency of Class Dojo use. To promote school standards day-to-day. • Further increase extra-curricular opportunities to include a wider range of areas • We invite various professions during careers week to present to the children including vets, police, midwives, hairdressers, bankers and soldiers • A full programme of trips and visitors including a visit to the opera, a London residential, a variety of museums and galleries, the seaside, a mountain, a river and the theatre. • The school takes part in the annual Shakespeare Schools Festival. Children in Key Stage 2 rehearse and perform a Shakespeare play. Past productions have included Hamlet, Twelfth Night and Henry V. • We hold a Careers Carousel where children meet and question local business leaders about their jobs and how they achieved their success • The school subscribes to Zumos. This online programme supports children's mental health and well-being through a variety of activities • The school employs a well-being practitioner who works with children who are struggling with low self-esteem and poor mental health



<p>A Sense of Place- to learn where we fit into the world. To explore the wider world and the issues our planet faces. To see that we are currently in a chapter of the history and development of the narrative of the journey of humanity.</p>	<ul style="list-style-type: none"> • Redesigned our history and geography curriculums to improve children's understanding of local heritage and different cultures • Trip to Synagogue • Visits from representatives from other faith- Hindu, Judaism • Year 6 annual residential trip to London to experience the history and importance of our capital on the world stage • Fair trade fortnight- children learn about inequalities in trade and how they can make a difference. • Community projects- Children learn about our community's mining heritage and how to support our local community and be good citizens • Through PHSE, RE, Science History and Geography, children learn about the issues our community, our country and our world have faced and do face and how we can overcome adversity
<p>We Are All Equal- The school is part of a town and community that lack diversity and is predominantly white British. We wish to prepare our children to live anywhere and as part of any community or country. To instil an understanding and a respect for equality, tolerance and diversity.</p>	<ul style="list-style-type: none"> • Improved library book content with a specific section to promote diversity in all forms • Implemented a yearly assembly planner which recognises key cultural events, milestones and significant people • Picture News to increase expose to current national and international events • Ensure all teachers deliver an hour of PSHE every week through our Jigsaw scheme • Continued to deliver a full RE curriculum • Joined Stonewall and plan to be awarded the Stonewall Bronze Award • Continued to take children to Parliament to understand democracy • PHSE through introduction of Jigsaw scheme • Continued to run Anti-Bullying Week and Fair Trade Fortnight • Improve the design of the current Art curriculum so that it has a greater diversity of artists and focuses • Improve explicit promotion of British Values around school • Trips to Synagogue • Visit from representatives from other faith- Hindu, Judaism
<p>Clear Communicators - to develop a rich and diverse vocabulary in order to communicate clearly and have excellent comprehension. To speak with confidence to a range of audiences. To appreciate the world of literature and gain a love of reading both for pleasure and to</p>	<ul style="list-style-type: none"> • We have invested in library environment and library books • 'Reading Areas' in all classrooms to promote reading • Children are read to every day in every class • Books form the basis of all literacy lessons • We promote reading and encourage children to share their reading with others • Continued daily story time in EYFS • Nursery staff deliver Early Talk Boost • Reception deliver the follow -on programme Talk Boost



acquire knowledge.

- Staff use techniques from the Urley project including Bump into the Word, Running Commentary and Vocabulary Immersion
- Reception Story Sacks are sent home so that parents can engage in reading activities that encourage an enjoyment of books and stories and to generate adult/child discussion.
- Parents are invited to regular Family Learning groups, reading workshops, craft and outdoor play sessions.
- Read Write Inc is taught each day across EYFS
- We also have a Word of the Week- a new word displayed around the school as a challenge for children to use
- Individual book boxes for targeted children to inspire and engage reading
- Every class has a Word of Mouth display. This is a working wall where new topic words are displayed and are used in a cross curricular context. At the introduction of each topic in History, Geography, Science etc, staff share new vocabulary that the children are likely to come across and words that the staff want the children to understand
- Reciprocal Reading taught from Year2 upwards