

Our Lady & St Paul's R.C. Primary School



Curriculum Statement

"If I am without love, I am nothing." 1 Corinthians 13:2

Statement of intent

At Our Lady and St Paul's, we understand the importance of a well-rounded, fulfilling curriculum to prepare our pupils for the next stage of education, and for their future as citizens of the UK.

This document describes how we deliver our curriculum at each phase and each subject, including personal, social, health and economic education.

Mission Statement

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At Our Lady and St Paul's we encourage each other to love, learn and live as friends of Jesus Christ.

We aim...

- to encourage every member of our school community, children and adults, to grow in faith.
- to encourage a love for learning and a thirst for knowledge to enable all children to reach their full academic potential.
- to encourage our children to grow and develop their talents, skills and enquiring minds.
- to encourage our school community to have trust, respect and love for everyone.

We will achieve this by...

- providing opportunities for prayer, worship and Religious Education.
- providing an engaging curriculum which will inspire lifelong learning.
- providing opportunities for children to have enriching experiences beyond the classroom.
- providing opportunities for our school to reach out and embrace the parish and wider community.

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Promoting fundamental British values

Citizens of the UK should:

- Respect and obey the law.
- Respect the rights of others, including their right to their own opinions.
- Treat others with fairness.
- Look after themselves and their family.
- Look after the area in which they live and the environment.

We believe that our code of conduct underpins the fundamental British values to:

- Always try our best at everything we do.
- Listen to each other.
- Treat each other with respect and value our differences.
- Make time to talk through our problems.
- Care for our environment and everything in it.

We promote fundamental British values throughout our curriculum.

Examples of how each year group promotes these values and prepares our pupils for life in modern Britain, can be seen in the curriculum plans published on our website.

Religious Education

Collective Worship

Collective Worship is an important aspect of Religious Education and is at the heart of our school. We come together as a school in Collective Worship in Liturgy, assemblies and praising God through song in our weekly Hymn Practice.

Gospel readings are shared with the children and they are guided through what they mean to them in their daily lives. They explore how they can live out the Gospel values and how they relate directly to them. The children also have the opportunity to reflect on passages from Scripture and what Jesus is saying to them.

On the days we don't come together for a whole school Collective Worship, the children take part in a class liturgy.

Through Collective Worship, we address and respond to current issues, which are relayed in the media, in the context of a Catholic school and which could have an impact on the children.

At the start of the week, during staff briefings, staff come together in prayer.

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Pupil GIFT Chaplaincy Team

The role of the Pupil GIFT Chaplaincy Team is to support the Catholic life of the school. They do this in a number of ways:

- Giving joyful witness to Christ in our school through their actions and words.
- Supporting children who are on their Sacramental journey.
- Helping with the preparation and delivery of collective worship.
- Leading in charitable work such as fundraising and raising awareness.

The Pupil Gift Chaplaincy team support a number of charities including: Operation Christmas Child, Little Monkeys in Heywood and local food banks.

Curriculum RE

RE is at the heart of our curriculum. Our Lady and St Paul's follows the **Come and See** programme of Religious Education. The aim of this programme is to explore the religious dimensions of questions about life, dignity and purpose within the Catholic tradition.

Each year group, from Nursery to year 6, have their own list of focus topics to cover throughout the academic year all linked by a central theme. The topics will coincide with the church calendar however, the depth in which the topic is explored is dependent upon the age of the child.

Each topic is split into 3 sections-

Explore

Children learn through shared experiences and make connections between their life experiences and their friends.

Reveal

At the heart of the programme is the mystery of God's self-revelation of love through Jesus Christ. Come and See gives pupils the opportunity to explore the mystery of faith through Scripture and Tradition.

Respond

Children remember and celebrate what they have learnt and apply their knowledge individually. Children learn through shared experience and make connections between life's experiences and the gospel teachings. Teaching methods stimulate activities resulting in a response from the 'heart' of the child, developing attitudes of respect and reverence and an understanding that following Jesus is a call to holiness and wholeness of life.

Children are taught in as creative a way as possible, using for example, role play, hot seating, drama, art, music, reflection; the children learn and live through experiencing living faith.

SRE

Through the SRE programme, In the Beginning, we help the children to recognise that they are created in the image of God.

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We support the children in developing an understanding of themselves, their self-esteem and their relationships with others.

We explore a number of areas appropriate to the child's age:

- Different relationships
- Families
- How to be safe
- Changes in their emotions and bodies as they approach puberty
- Peer pressure

Personal, social, health and economic education (PSHE)

Our PSHE curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

At OLSP's our PSHE curriculum is linked (where appropriate) to our RE curriculum and an overview for each year group can be found on the curriculum page of our website.

Philosophy for Children (P4C)

At Our Lady and St. Paul's RC Primary School, we endeavor to provide our pupils with the skills needed to understand the importance of taking turns and of valuing the opinions and ideas of others. Developing their ability to engage in dialogue will lead to more positive social interactions and more positive interactions when discussing ideas within the curriculum.

A significant number of our pupils join the School below national expectations in Reception. There are an increasing number of EAL pupils joining the school and therefore their oracy skills are often a barrier to progress in their learning.

Pupils need to realise that disputes and disagreements should be resolved through talking and listening to one another and that we should always respect the opinions of others.

In addition, it is important that our pupils have the time to stop and think about **big ideas** so that they can develop confidently both spiritually and ethically and gain a moral compass that can guide them through their lives.

Aims

Our aims for P4C are:

- To create a community of enquiry
- To improve understanding of the big ideas in life, both philosophically and theologically
- To improve speaking and listening
- To improve questioning and responding and to improve the quality of dialogue

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Programmes used to deliver P4C

We have been chosen as one of 75 schools across the country to be taking part in this exciting project run by the Education Endowment Foundation (EEF) which does not aim to teach children philosophy; instead it equips them to 'do' philosophy for themselves.

'Philosophy for Children' (P4C) aims to improve children's reasoning, social skills, and overall academic performance. The programme run by SAPERE consists of a one-hour session each week, facilitated by the classroom teacher, in which children discuss an interesting philosophical question. Example questions might be 'Is it fair to have a winner?' or 'Is it ok for children to hit teddy bears?' The teacher encourages children to take a clear position, justify it, and respond to each other's contributions. P4C is introduced Nursery and continues to be developed through each year group all the way up to Year 6.

School Wide P4C Initiatives

In terms of P4C, it is not limited to just the hour session a week and is embedded throughout the curriculum. Providing opportunities to develop the children's thoughts linked to the big questions and ideas on a deeper level will support their knowledge of all subjects. It will also support our behaviour policy looking at our key messages of, Ready Respect Safe and how these are important within school and our wider community.

Reading

Phonics

At Our Lady and St Paul's we use the phonics scheme Read Write Inc. In read Write inc phonics lessons, children learn to read accurately and fluently with good comprehension. They rapidly learn sounds and the letter, or groups of letters they need to represent them. Simple and enjoyable mnemonics help all children grasp the letter sound correspondences quickly. This knowledge is taught and consolidated every day. High frequency words that are not phonically regular are taught as tricky words. Phonics books are closely matched to children's increasing knowledge of phonics and tricky words so that, they experience success.

Reading Journey

The children begin their Reading journey in Reception using phonics. This involves learning letter sounds and shapes, hearing and saying the sounds in words in the correct order as well as being well on the way to being able to read and write the 44 phonemes or sounds in the English language. They also need to recognise and remember tricky words that cannot be sounded out letter by letter e.g. *the* or *said*. There are phonic decodable books that help them to practise their early reading.

In Year 1, children continue to read using phonics. Children will still be learning letter sounds for reading and spelling, but these will become more complex. For example, they will look at the same sounds but with different spelling patterns, such as long vowel sounds, e.g. ai, ay, a-e. The children

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practice these at home to reinforce the letter sounds from the previous year so that children start to automatically apply their phonic skills when reading unfamiliar words.

By Year 2, the children are expected to read and spell many words automatically using phonics, especially when tackling unknown words. They should also now be able to recognise by sight, read and spell many of the common and tricky words.

In Key Stage 2, the children are introduced to a wider range of texts to increase their pleasure for reading. In Years 3 and 4, the children are reading much more fluently and beginning to tackle longer books with chapters as well as developing their own reading interests and opinions. There are still new skills to learn and reading in KS2 is about developing understanding of what they read and beginning to think about how and why a writer writes.

In Years 5 and 6, most children will be reading fluently and widely across all types of books and texts that vary in content, length, purpose and type. The children will be using their reading for learning across all subjects as well as for pleasure and they'll be developing their own reading tastes.

Guided and independent reading

This year, we have moved to whole class Guided Reading. All the children in the class are exposed to the same high quality text. Each class selects a text to use for a week and 5 sessions are planned around this. The week begins with an initial introduction ensuring that the children are able to access the text through a lot of book talk and discussion around the vocabulary used.

The next session is based around paired discussion allowing the children to practice their summarising skills. In this session the children will also be able to debate their opinions of the text. On the third day children will answer VIPERS questions.

V – Vocabulary

I – Inference

P – Prediction

E – Explain (KS1) Evaluate (KS2)

R – Retrieval

S – Summarise

In the next session, the children are asked to respond to another set of questions which are based the types of questions they will meet in the end of Key Stage tests. This is to ensure that the children are familiar with the language which is used in these tests.

The final session is a written response to the text.

From Reception, children have a take home reading book to practise their reading skills at home. Children are assessed by their class teacher and given a book from the reading scheme at the appropriate level. Once children are confident and proficient readers, usually in Upper Key Stage 2, they are moved away from the reading scheme and are then Free Readers. These children can select a book of their choice from the class or school library.

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Whole School Reading events

- Each year, the whole school uses a text in order to create a piece of writing. Through using the same piece of text, we show the progression from Nursery all the way through to Year 6.
- Reading competitions
- Reading workshops for parents. These are run in conjunction with the Reading advisor from Rochdale LA. In these sessions, we outline the age related expectations at the end of each Key Stage and give parents activities they can use to support their children's reading at home.

Support

- Daily Readers

Code X. *Project X CODE* is a reading intervention for children in Years 2–4 who are a year or more behind in their word reading. It combines phonics and comprehension development in a character adventure series. It uses a unique two-text approach: Text 1 is 100% decodable

Writing

Fine and Gross Motor skills in the Early Years.

When the children enter the EYFS we explore the physicality of mark making and what we can do to make a difference to the children's development by ensuring that the environment and resources support both children's gross and fine motor transitions.

We assess where each child is and what they need to develop both Gross and Fine motor skills. This is done through both continuous provision and timetabled sessions for groups and individuals.

Here are some examples of activities that support upper body strength

- Activities to support Shoulder Pivot: Washing walls, painting with mops, digging and sweeping.
- Activities that support Elbow pivot: Pulling their bodies up on ropes, ribbon twirling, throwing and catching and making patterns in the sand with lolly pop sticks (turned on their sides).
- Activities that support and extend a wrist pivot: threading, sewing, popping pictures splatter painting and fishing game.

Each child's pencil grip is assessed and development is tracked. Activities are set to develop a child's pencil grip. We use malleable materials in a variety of ways to get really effective motor dexterity. Children will also have the opportunity to do dough gym sessions and funky finger sessions.

Power of Reading

We use the Power of Reading website to support English planning in each Key Stage. The scheme combines Reading and Writing skills through the use of high quality texts in order to engage the

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children and as a result support the production of higher quality writing and a greater love of reading.

The children are exposed to picture books, poetry, novels, graphic novels and non-fiction texts. Each text is linked to cross curricular themes allowing the children to experience writing across the curriculum and for a range of purposes.

The scheme highlights ways in which spelling and grammar skills can be taught in context. The sessions focus the children's attention to distinctive language styles and tones to better inform and shape the children's own writing.

Spelling and grammar

The spelling rules for each year group have been planned for the academic year. Discreet spelling lessons are taught weekly from Year 1 to Year 6. A spelling list, which follows the rule taught that week, is sent home with the children to learn for homework along with an explanation of the rule.

There is a weekly spelling test which includes words from the homework spelling list but also unseen words which follow the spelling rule. The expectation is that the children will then be encouraged to apply these spellings in their cross curricular written work throughout the week.

Grammar is taught both in the English lessons and as discreet sessions. Weekly Grammar Assertive Mentoring tests are used from Years 1 – 6 to ensure that the children's progress is continuously monitored and misconceptions can be addressed in the weekly sessions in a timely manner.

Mathematics

We endeavour to teach our children a rich and progressive curriculum. We believe that Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. In our school we want to help children to understand and appreciate the pattern in both number and space in their everyday lives in and out of school. We encourage the children to develop these key and fundamental skills through their growing knowledge and understanding of the world. We want children to learn to appreciate the contribution made by many people to the development of Mathematics in our ever growing society.

The National Curriculum for primary mathematics has three aims that should be at the heart of how we interpret the content of the curriculum:

Conceptual understanding

In developing children's skills through enhancing their fluency, factual, conceptual and procedural knowledge, we allow them to deepen their mathematical understanding and be able to apply what they know to help them to solve problems.

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Mathematical reasoning

The progression and development of mental calculations and efficiency in strategies will provide children with the skills which will allow them to communicate and present their findings effectively using appropriate mathematical language.

Problem solving

At Our Lady and St. Paul's RC Primary School, Mathematics is integral to all aspects of life and it is with this in mind that we ensure children develop self-confidence in their ability to approach a range of mathematical problems. By providing opportunities to apply their mathematical skills in different contexts and across a range of subject areas, children will be able to work systematically to organise information, find patterns and ultimately solutions through independent and collaborative learning.

Teaching of Mathematics follows the National Curriculum and reflects changes introduced in 2014 for Key Stages 1 and 2 and the Curriculum for EYFS. Lessons are delivered daily with all year groups throughout the school.

Programmes used to deliver the Maths Curriculums

At Our Lady and St. Paul's we use a range of strategies in the early years to introduce children to numbers and number concepts. Work undertaken within the Foundation Stage is guided by the requirements and recommendations set out in the Early Years Foundation Stage document. The techniques used from Maths No Problem will be introduced into EYFS so that children will develop their understanding of mathematics and prepare them for KS1 maths. We give all the children ample opportunity to develop their understanding of mathematics. We aim to do this through varied activities that allow them to use, enjoy, explore, practise and talk confidently about mathematics.

We are currently using the Maths No Problem (Singapore Maths), to deliver the mathematics curriculum in KS1. This is our second year of implementing the programmes and aim to introduce it on a rolling programme over the next few years as the children progress through the school. To find out more information about Maths No Problem, please visit www.mathsnoproblem.co.uk

[Singapore maths books](#)

www.mathsnoproblem.co.uk

Maths — No Problem! Singapore maths books. Every child can master an understanding and love of maths with the right kind of teaching and support

In KS2 we are using the White Rose Maths Scheme to support the delivery of the National Curriculum in Maths.

School Wide Maths Initiatives

At Our Lady and St Paul's RC. Primary School we are using Fast Learning to support gaps in basic maths and improve speed and fluency. Fast Learning consists of a set of research based strategies designed to ensure that all learners are provided with the basis for future learning through becoming fluent in fundamental knowledge and skills in maths. Through a consistent approach learners can recall every addition and multiplication fact within a second of being asked.

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Assessment

In the EYFS, children's achievements are on-going and are assessed against the Early Learning Goals.

Assessment for learning is well established throughout the school and the use of questioning, observation and marking will continue to be key parts of formative assessment.

Statutory assessments take place at the end of Year 2 and Year 6.

Physical Education (PE)

The children in all year groups complete PE lessons with a specialist PE TA, who is employed by the school. EYFS complete one session a week with the specialist teacher for PE. However, they also access lots of physical activities throughout the provision in the EYFS environment. Each class from Year 1 to Year 6 have two sessions per week based on developing skills in indoor and outdoor PE activities. The children in all year groups complete a range of activities based on all areas of the PE curriculum. They use the gym equipment and apparatus in the hall and develop team based skills outdoors, as well as athletics skills.

The children in Key stage 2 take part in sports competitions throughout the year in partnership with the Heywood Sports partnership. This a small group of schools, based in Heywood who work together to improve the provision of PE in each school. The competitions give the children the opportunity to visit the local High Schools and Clubs around Heywood to complete the competitions.

The partnership also utilise the High school Sports leaders for refereeing tournaments. The children also have the opportunity to play sports that are not always available outside of school such as handball, dodgeball and basketball. We also compete in girls and boys football, cross-country, gymnastics, rugby, rounders' and cricket. We offer the children the opportunity to learn new skills, experiment with their own ideas and develop at their own pace through the support of qualified teachers, clubs and competitions.

In preparation for the competitions throughout the year the school offer after school clubs based on the sports above and training sessions for the school teams. Again this is led by the PE lead teacher and the PE specialist TA.

As a school, we are looking at how to ensure the children have a healthy lifestyle to support them as they grow and develop. We are looking at what the children bring to school on a daily basis as part of their snack for break time and also their packed lunches. The children should only bring a piece of fruit for their morning break. And their lunch boxes should contain a piece of fruit and offer a balanced diet. For KS1 the children are provided with universal free school meals and also fruit is provided for them at playtime. For some of our children this is their main meal of the day and so we ensure that they are offered a variety of foods to give them a healthy balanced diet.

Computing

At Our Lady and St Paul's the children are taught how to competently use a computer and tablet to publish their work, perform their work and be creators of different media (such as the use of Hp Reveal, Morfo booth and a range of other apps). They use a range of programs and apps throughout the curriculum to enhance their learning and to bring the ever changing world into the classroom.

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Children are taught to research, use the internet safely and use it as a tool within their own work. This would be used not only within the IT lessons, but it is interwoven into the broader curriculum.

As a school we realise the importance of teaching the children about Internet safety and knowing how to keep themselves safe online in lots of different environments. During Internet Safety days we hold assemblies to give the latest advice to the children. We send home leaflets to parents about how to ensure the children are safe online. We offer any advice about the latest risks and how to deal with them throughout the year; these can be found on the school website.

The children will be able to follow aims of the National Curriculum. They will be taught how to understand and apply the basic fundamental principles and concepts of computer science through the use of BeeBots and Scratch. They will be taught how to create algorithms for these and testing their ideas out. They will be faced with bugs in computing algorithms and find solutions. We offer the children a variety of IT equipment to use from iPads to computers. The children will also research and evaluate different technologies.

Modern foreign languages (MFL)

At Our Lady and St Paul's RC Primary School, we teach French from Years 3 - 6 as our modern foreign language. With the UK becoming an increasingly multicultural society, we recognise the importance of providing our children with an understanding of other cultures and languages.

Following the Catherine Cheetah scheme of work, the focus is on the children's communication skills with an emphasis on speaking, listening and interacting using French phrases. This is delivered through:

- Song
- Rhymes
- Stories
- Basic conversation