



Curriculum Policy

St Joseph's Catholic Primary School

2025-2026



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Mission Statement

At St. Joseph's we live, love and learn by the example of Jesus.

Vision:

To provide a safe, happy and aspirational environment for all, with a curriculum that is rich, broad and balanced, filled with exciting learning opportunities and life experiences. Our aim is to enable all learners to achieve, aspire, have their mental well-being needs met and succeed in every aspect of life, now and in the future.



Introduction:

The curriculum encompasses all the planned activities we organize, including not only the formal requirements of the National Curriculum but also a variety of extra-curricular offerings. At St Joseph's Catholic Primary School, we ensure that the curriculum evolves to meet the changing needs of our pupils and the impact of economic, social and cultural shifts. This ongoing evaluation helps us create a personalised curriculum tailored to the needs of our learners. Our approach enables staff to maintain high standards, ensure continuity and coherence and foster both national and international understanding.

We recognise the importance of a 'Creative Curriculum' and fostering a love of learning, values shared by all staff. We empower our students to achieve their best by ensuring clear progression and providing them with the skills necessary for the next stages of their lives. Enjoyable lessons build confidence, encourage curiosity and help students absorb knowledge and skills. We also understand the importance of equipping pupils with practical life skills they will need after school and strive to make learning meaningful and connected to real-world experiences whenever possible.



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1. Curriculum aims

The aim of our Curriculum:

1. *Provide a Broad, Balanced and Stimulating Education*

- *Deliver a curriculum that is rich, stimulating and inclusive, covering all areas of learning with a balance between skills and knowledge.*
- *Offer a stimulating environment and adequate resources so that pupils can develop their skills and talents to their full potential.*
- *Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment*
- *Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support*

2. *Develop Successful Learners*

- *Produce individuals who are literate, creative, independent, inquisitive, enquiring and confident.*
- *Promote a positive attitude towards learning, so pupils enjoy coming to school and develop a solid foundation for lifelong learning.*
- *Ensure that children develop a growth mindset in learning and life.*

3. *Secure High Standards of Achievement*

- *Enable all pupils to make strong progress and achieve well in all areas of the curriculum*
- *Recognise and nurture individual talents, supporting every child to excel.*

4. *Promote Personal Development and Character*

- *Support pupils' spiritual, moral, social and cultural growth, helping them understand right from wrong and respect others.*
- *Enable pupils to respect themselves, develop high self-esteem and learn to live and work co-operatively with others.*
- *Teach pupils to have an awareness of their own spiritual development and to develop resilience, responsibility and independence.*

5. *Build Awareness of the World and Cultural Heritage*

- *Teach pupils about their developing world, including how their environment and society have changed over time.*



- *Promote knowledge and respect for different cultures, beliefs and traditions, encouraging pupils to value diversity and celebrate what makes communities unique.*
- *Develop pupils' understanding of Britain's cultural heritage and values, while also preparing them to be global citizens with environmental and social responsibility.*

6. Support Wellbeing and Healthy Lifestyles

- *Promote physical and emotional wellbeing through sport, PSHE and opportunities for reflection.*
- *Encourage healthy choices, positive relationships and respect for diversity.*

These curriculum aims are underpinned by our values:

At St Joseph's Catholic Primary School, our values underpin everything we do. They are woven into our curriculum aims to ensure pupils develop both academically and personally.

- **Respect**
 - Promoted through curriculum aims that develop pupils' spiritual, moral, social and cultural growth.
 - Pupils learn to respect themselves, others and the diverse cultures and beliefs represented in Britain and the wider world.
- **Self-belief**
 - Encouraged through high expectations, personalised support and a curriculum designed to nurture confidence and independence.
 - Growth mindset approaches help pupils believe in their ability to succeed and overcome challenges.
- **Faith**
 - Supported through opportunities for spiritual development, reflection and an understanding of different faiths and beliefs.
 - Religious Education and assemblies allow pupils to explore values, traditions and moral choices rooted within the Catholic Church.
- **Friendship**
 - Developed through collaborative learning, group projects and opportunities to live and work cooperatively with others.
 - Personal, Social, Health and Economic (PSHE) education promotes empathy, kindness and positive relationships.
- **Resilience**
 - Strengthened by providing appropriate challenge in learning, encouraging pupils to keep trying when faced with difficulties.
 - Sport, outdoor learning and enrichment activities also develop determination and persistence.
- **Self-control**



- Embedded in behaviour expectations, PSHE and opportunities for pupils to reflect on choices.
- Supported by teaching emotional regulation, problem-solving and responsibility for one's actions.
- **Perseverance**
 - Encouraged by celebrating effort as well as achievement, showing pupils that mistakes are part of learning.
 - The curriculum provides chances to practise, improve and achieve success over time.
- **Aspiration**
 - Promoted by setting high standards and exposing pupils to a wide range of knowledge, skills and future opportunities.
 - Pupils are encouraged to dream big, develop their talents and see themselves as capable of making a positive difference in the world.



2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#) and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#) and refers to curriculum-related expectations of governing boards set out in the Department for Education's [academy trust governance guide](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).



3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also make sure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- › Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEN)
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to and that:

- › All required elements of the curriculum and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The school's procedures for assessment meet all legal requirements
- › The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The governing board is advised on whole-school targets, in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs, including pupils with SEN

3.3 Other staff

In addition, the Headteacher will delegate responsibilities to key staff to ensure that the school curriculum is implemented in accordance with this policy:



- The role of the subject leader is to champion their subject in all year groups and key stages of the schools, in order to achieve this, the subject leader is required to:
 - Have a secure knowledge of the curriculum of their subject.
 - Know how teachers plan to deliver the subject.
 - Know how and when the subject is taught.
 - Know how learning is assessed.
 - Know what progression through the subject looks like across the school.
 - Ensure that there are appropriate challenges, support and interventions (where necessary)
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class.
- The SENCO is responsible for ensuring the curriculum is fully inclusive for all learners.

The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Headteacher's report and subject leader updates.

3.4 Parental Involvement

At the beginning of each term, a curriculum overview is published on the school website to inform parents of the content their children will be studying. Parents are expected to attend Parent Consultations twice annually, during which teachers provide specific feedback on pupil progress and outline targets for development at home. Where concerns are identified, additional meetings between teachers and parents will be arranged as required including Key Stage Leaders or Headteacher where necessary.

The school also offers parent workshops designed to equip parents with strategies and resources to effectively support learning at home. At the end of each academic year, parents receive a detailed report outlining their child's achievements in each subject and overall progress. An annual Open Evening is also held during the Summer Term to further strengthen home-school engagement and celebrate the work that their child has accomplished.

The school actively values parent voice. Opportunities are provided throughout the year, including surveys, meetings and conversations to gather parental feedback. This input is considered when reviewing school policies and practices, ensuring that parents play a meaningful role in shaping the school community.

3.5 Pupil Voice

The school prioritises pupil voice through forums such as the School Parliament, Chaplaincy Team and subject ambassadors, which meet regularly to support decision-making and school development. All pupils also have opportunities to contribute their views on subjects, online safety and school safety. At the start of each year, pupils and parents sign a home-school agreement outlining shared responsibilities; new pupils complete this on



Our School Values

Respect - Self-belief – Faith - Friendship - Resilience - Self-control - Perseverance - Aspiration



entry. Agreements are returned by a set date, filed and referred to throughout the year to reinforce expectations.



4. Organisation and planning of the Curriculum

4.1 Our Curriculum Approach

Our curriculum combines a knowledge-rich, subject-based structure with a mastery approach to ensure depth and progression in every discipline. We make cross-curricular links where meaningful, while also developing essential skills such as problem-solving, communication and collaboration. Learning is enriched through creative opportunities and child-led elements, enabling pupils to explore their interests, ask questions and apply their learning in imaginative ways. This balanced approach equips all pupils with the knowledge, skills and confidence to succeed both academically and personally.

4.2 How subjects are designed, delivered and sequenced

Our curriculum is designed to be broad, balanced and ambitious for all learners. Each subject is underpinned by clearly structured Schemes of Work. These schemes are carefully sequenced to ensure that knowledge and skills are introduced in manageable steps, revisited at key points and built upon cumulatively over time.

Subject leaders (in conjunction with class teachers) are responsible for the delivery of the Schemes of Work and ensures they are in line with national curriculum requirements and adheres to the school's Teaching and Learning Policy. Subject policies on our website outline the intent, implementation and impact of each subject.

4.3 Short-, Medium- and Long-Term Planning Expectations

The curriculum is planned in three stages: long-, medium- and short-term planning.

- **Long-term planning** is set out in a curriculum map, indicating the topics to be taught in each subject across the academic year. For foundation subjects, the National Curriculum forms the basis of this map, supported by additional resources.
- **Medium-term planning** provides guidance on the learning objectives, outcomes and progression for each subject within a topic over a half-term. These plans draw on aspects of the Herts for Learning materials and other schemes of work. Medium-term plans also outline national curriculum links and ensure continuity across units of learning.
- **Short-term planning** (weekly plans) is derived from the medium-term plans. These plans detail the progression of learning within each unit, including learning questions (LQ), success criteria, adapted activities, adaptive learning (support and challenge) and subject-specific vocabulary.

The curriculum for each subject is taught discretely; however, meaningful cross-curricular links are applied where appropriate. Termly curriculum maps outline the topics covered in each subject and further detail can be found in individual subject policies published on our website.



4.4 Our Curriculum Subjects:

<u>Subject</u>	<u>Subject Leader</u>	<u>Scheme of Work</u>
Religious Education (RE)	Mrs. Moseley	RED
RSE (Religious Sex Education)	Mrs. Moseley Mrs. Carpineta	Ten Ten
Mathematics	Miss Entwisle	Herts for Learning – Essentials
English	Mrs. Skelton	Herts for Learning – Essentials
Early Reading and Phonics	Mrs. Pisaturo	St Joseph’s Primary school
Ks2 Whole Class Reading	Miss Entwisle	St Joseph’s Primary School
Science	Miss Entwisle	Plymouth Science
Computing	Mrs. Moseley	Purple Mash
Physical Education (PE)	Mrs. Gunn	Get Set for PE
Physical Social Health Economics (PSHE)	Mrs. Carpineta	Jigsaw
History	Mrs. Pisaturo Mrs. Rowntree (Supporting Lead)	Kapow
Geography	Mrs. Pisaturo Mrs. Rowntree (Supporting Lead)	Kapow
Design and Technology (D&T)	Mrs. Rowntree Mrs. Vinci (Supporting Lead)	Kapow
Art and Design (Art)	Mrs. Rowntree Mrs. Vinci (Supporting Lead)	Kapow
Music	Mrs. Gunn	St Joseph’s Primary school
Modern Foreign Language (MFL) Spanish	Mrs. Howard	Language Angels

RE:

Intent:

‘Catholics believe that Religious Education is not one subject among many, but the foundation of the entire educational process. The beliefs and values it communicates should inspire and unify every aspect of school life.’

(Bishops’ Conference of England and Wales)

Implementation:

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class



who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Westminster Diocese Syllabus and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of the teachings and practices of other major religions.

Classroom Religious Education has its own content, methodology, assessment and culture. The broad areas it covers are God's self-revelation, Church, Celebration and Life in Christ. It should be accorded the same status and taught with the same rigour as the core subjects of the National Curriculum. It is an important contributory factor to the passing on of the community's faith from one generation to the next. It will be taught, developed and resourced with the same commitment as any other subject and requires 10% of the length of the taught week throughout Key Stages 1 and 2.

(Diocesan Policy on Religious Education 2012)

This does not include collective worship such as assemblies and hymn practices.

Impact

The impact of RE at St Joseph's School is that it is not merely a curriculum subject but is embedded in all areas of school life so that the school is demonstrably Catholic to all who enter the school.

Literacy:

Phonics:

Intent:

At St. Joseph's we aim to teach high quality phonics to ensure the children have the best start possible in reading and writing. The learning of phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read. In order to read and understand texts children must learn to recognise/decode the words on the page. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning skills.

Implementation

In line with the school's policy and commitment to excellence in Phonics, each class in Reception and KS1 will teach phonics as a discrete lesson every day and will include phonics as part of teaching and learning throughout other curriculum lessons on a daily basis. The structure of each lesson at St. Joseph's and the journey of Phonics across the week enables all aspects of the blending and segmenting of phonemes/graphemes; lessons are uniquely planned and tailored to meet the needs of all our learners. The teacher should provide stimulating experiences and opportunities to motivate the child, using a range of resources to engage individuals and groups of children

Impact

Phonics will be intertwined through all areas of the curriculum to give it purpose for children. Children will make good progress in phonics because of high quality teaching and rigorous intervention to enable children to become fluent and competent readers and writers through the application of phonics.



Reading:

Intent

To encourage a lifelong love of reading for every child through a language rich curriculum. Children are encouraged to read a wide variety of genres and staff will support this through reading across the curriculum. We hope that children will read with fluency and expression and read for meaning. As a staff, we have a duty to ensure all children reach their reading potential and to make progress within each year group. Reading is the key to accessing all areas of the curriculum, in Primary and beyond.

Implementation:

Reading is taught daily through 30-minute Whole-Class Guided Reading sessions. We believe reading is fundamental to accessing all areas of the curriculum and plays a central role in developing confident, independent learners.

To support the development of key reading skills, we use the VIPERS approach (Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing/Summarising), ensuring comprehensive coverage of all reading domains. Alongside this, fluency focus groups—delivered in collaboration with HFL (Herts for Learning)—provide targeted support to improve accuracy, expression and pace.

Our long-term reading progression map is carefully designed to avoid duplication of texts used in English units across year groups. This ensures pupils experience a broad and balanced reading curriculum, with exposure to a wide variety of genres, including both fiction and non-fiction. We also promote cross-curricular reading links, encouraging children to apply reading skills across subjects and deepen their understanding of content.

To foster a love of reading, every class ends the day with 15 minutes of reading for pleasure, led by the teacher. In addition, Reading Ambassadors champion reading across the school and in the wider community, helping to promote engagement through events, book recommendations and peer support. We also celebrate a range of reading initiatives throughout the year, including World Book Day and themed reading weeks.

Children read with an adult regularly: weekly in Key Stage 1 and fortnightly in Key Stage 2, with progress closely monitored. Pupils identified as working within the bottom 20% of readers receive daily 1:1 reading to support fluency and decoding. This personalised approach ensures that no child is left behind on their reading journey.

Impact:

Our consistent and structured approach to reading has a clear and measurable impact on pupils' outcomes and attitudes. Children become fluent, expressive readers with strong comprehension skills, enabling them to access and succeed across the wider curriculum. They develop a genuine enthusiasm for reading and are able to discuss texts confidently, drawing on a wide range of genres and authors. Regular reading with adults—weekly in Key Stage 1 and fortnightly in Key Stage 2—supports steady progress, while targeted daily reading for the bottom 20% ensures that struggling readers make accelerated gains in fluency and decoding. Pupils benefit from exposure to diverse texts, cross-curricular reading opportunities and a rich culture of reading for pleasure, supported by initiatives such as end-of-day story time, World Book Day events and the work of our Reading Ambassadors. Progress is monitored through ongoing assessment, pupil voice and teacher observation, with the majority of pupils meeting or exceeding age-related expectations. Most importantly, children leave our school as confident readers, equipped with the skills and passion for reading that will support them throughout their education and beyond.



Writing:

Intent:

Through a rich and engaging reading curriculum, children will subsequently show a natural flair in their writing and write with creativity. Children will develop a love of writing and be able to write in a variety of styles and for different audiences. Children will be able to reflect on their writing and that of others and offer constructive criticism to improve.

Implementation:

English lessons are taught daily for 1 hour. Our units cover a variety of genres and finish with an independent written piece which is then published in a variety of ways leading to children celebrating their writing.

Impact

Through a varied curriculum, children should be able to write meaningfully for a variety of purposes. Cross-curricular writing should be evident throughout the year in order to give purpose to a child's learning and to show a good level of writing throughout the curriculum.

Handwriting:

Intent:

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

Implementation:

At our school, handwriting is taught regularly through dedicated, structured lessons using a consistent whole-school approach. Lessons focus on correct posture, pencil grip, letter formation, joining techniques and writing stamina. As pupils progress through the school, there is a clear progression of skills from EYFS to Year 6, with appropriate scaffolding and support for individual needs, including targeted interventions for those who require additional practice.

Teachers model high expectations for handwriting across the curriculum and provide regular opportunities for pupils to apply their handwriting skills in all writing tasks. Handwriting is assessed as part of writing moderation and feedback on presentation is given as part of regular marking. Pupils are encouraged to take pride in their work and are celebrated for effort and improvement through displays, certificates and awards.

Impact:

As a result of our consistent and high-quality approach to handwriting, children leave Year 6 with a fluent, legible and efficient handwriting style that allows them to write with speed and confidence. They are able to adapt their writing style for different purposes and audiences. Pupils demonstrate pride in the presentation of their work and improved handwriting has a positive impact on their self-esteem, focus and overall engagement in learning.



Monitoring shows that handwriting skills are embedded across subjects and the majority of pupils meet or exceed age-related expectations. Feedback from pupils, parents and staff reflects increased satisfaction in both the quality and clarity of written work.

Mathematics:

Intent:

At St Joseph's we want every child to develop a love of maths. We aim to enable a child to develop an enthusiastic, confident attitude towards maths, that will stay with them throughout their lives.

At St Joseph's, we view Mathematics as a tool for everyday life; a network of concepts and relationships which provide a way of viewing and making sense of the world, central importance for everyday life. The intent of our mathematics curriculum is to create and foster a positive attitude to the learning of mathematics and to help children enjoy maths activities throughout their time with us at St Joseph's, through creative and engaging lessons. We strive for the best for our children and we are continually committed to raising standards. We want our all our children to be able to access our curriculum and maximise their mathematical development regardless of their starting points and backgrounds. Our intention is that our children see links with maths in everyday life and become life-long, resilient problem solvers who can apply their mathematical knowledge to science and other subjects.

Implementation:

At St. Joseph's, teachers teach mathematics daily through discrete lessons, which last 45 minutes building to an hour for Key Stage 1 and 60 minutes for Key Stage 2, with shorter sessions in Early Years. Daily sessions of TT rockstars (lasting 3 minutes) and weekly arithmetic style fluency sessions will also occur, beginning in year 2. This will also be present in Year 1 but in a more informal, verbal context. Additionally, there will be opportunities for children to be taught in a more cross curricular approach where appropriate: it may be linked to topic; out of school days for less confidence or high achieving; specific math days/events; or through real life experiences such as money links with charitable events.

Impact:

At St Joseph's we want every child to develop a love of maths. We aim to enable a child to develop an enthusiastic, confident attitude towards maths, that will stay with them throughout their lives.

We want our children to leave with:

- Quick recall of facts and procedures
- The flexibility and fluidity to move between different contexts and representations of mathematics.
- The ability to recognise relationships and make connections in mathematics

A mathematical concept or skill has been mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas and can independently apply the concept to new problems in unfamiliar situations.

We hope that the impact of our maths curriculum is that our children leave with good to strong progress from their starting points and are ready for secondary school maths and further.



Science:

Intent:

At St Joseph's primary school, our intent is to provide an outstanding Science curriculum that inspires curiosity, fosters a deep understanding of scientific concepts

and develops critical thinking skills. We aim to create a positive and inclusive learning environment where all pupils have equal opportunities to excel and thrive in science. By understanding what our children already know, we inspire learning through excellent teaching and a passion for bringing a rich and varied curriculum to life. Our intent is to instill a love for science, cultivating the next generation of scientists, engineers and innovators.

We aim to create and foster, for all children, a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes for all learners and develop an understanding of the uses and implications of science, today and for the future.

Ultimately, our intent is to inspire future generations of scientists and foster a deep appreciation for the wonders of science.

Implementation

To achieve our intent, we follow a well-structured and cohesive Science curriculum that is carefully mapped to the National Curriculum and Early Years Framework (EYF) which ensures progression of skills and knowledge across the primary phase which meets the needs of our children by following the Plymouth Science Scheme of Work. Our curriculum promotes both scientific knowledge and the development of working scientifically skills, enabling pupils to acquire a solid foundation for their future education and beyond.

Our science lessons are designed to be engaging, practical and enquiry based. We provide a wide range of hands-on investigations, experiments and fieldwork opportunities to promote active learning and enhance pupils' understanding of scientific concepts. We utilise a variety of resources, including high-quality books, digital tools and real-life examples that stimulate pupils' curiosity and deepen their understanding of scientific phenomena.

Children are encouraged to think scientifically, ask questions and make connections between different scientific concepts. We provide opportunities for children to work collaboratively, fostering effective communication, teamwork and problem-solving skills. As part of our implementation strategy, we include regular formative assessment opportunities to monitor pupils' progress, identify misconceptions and provide timely feedback to support children's learning.

Science is taught as discrete subject as it is a core subject in its own right. Science is taught, planned and arranged in topic units. The subject leader, alongside the scheme of work, have made cross-curricular links where relevant, demonstrating the real-world applications of scientific knowledge and promoting a holistic understanding of science in context. In KS1, children are taught 1.5-2.0 hours per week and in key stage 2, children are taught 2.0 hours per week.

We ensure that the teaching of science involves problem solving opportunities that allow children to find out for themselves; this is known as Child-Led Enquiry. Children are encouraged to ask their own questions and are given



opportunities to use their scientific skills and research to discover the answers for themselves. This curiosity is celebrated within the classroom or assemblies. Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills and assess children regularly to identify those children with gaps in learning, so that all children keep up.

Impact

Our outstanding Science provision leads to a significant impact on pupils' knowledge, skills, attitudes and aspirations. Through our curriculum, children will acquire a deep understanding of scientific concepts and develop the ability to apply their knowledge in a range of contexts in a fun engaging approach. They become confident and independent thinkers, capable of questioning, hypothesizing and critically evaluating scientific evidence.

We encourage the use of outdoor learning in the local and wider environment, which enables children to have first-hand experience with the world. Through the use of workshops, trips, STEM days, Science Week, home learning opportunities and challenges, interactions with experts, local charities, universities and secondary schools, children will develop an understanding that science has changed history and is continuing to do so today and in the future; a subject that is vital in everyday life.

The impact of our science curriculum extends beyond academic achievement. Children develop a lifelong love for science, evidenced by their enthusiasm and engagement in and outside of lessons. They become aware of the relevance of science in their lives and the wider world, promoting a sense of awe and wonder about the natural world.

Through our outstanding science provision, we ensure that all children, regardless of their background or ability, make excellent progress and achieve the highest standards.

Computing:

Intent:

At St Joseph's Primary School, we recognise that pupils are living in a rapidly changing world, in which ICT is playing an ever-increasing role. We aim, therefore, to equip children with the skills to adapt to new technology and to give them confidence to use ICT to further their learning and assist them in everyday life. In doing so, all pupils will have access to ICT equipment and resources, according to their ability and age range.

At St Joseph's Primary School, we believe that increased ICT skills promote independent learning and gives greater access to a wide range of ideas and experiences. It enhances the quality of children's work across the curriculum and should enhance and enrich the learning process.

Implementation

Our Computing and Online Safety curriculum will be implemented with our intentions as the drivers behind our actions. By ensuring we think about what we learn, who we are when we are learning, how we act when we learn and who we are in the world, we build happy, resilient, successful, good citizens. Our implementation plan ensures our curriculum keeps us focused on these areas.



Impact

We strive to ensure that our children's attainment in Computing and Online Safety is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully using a range of materials but always considering Age Related Expectations. We intend that the impact is that children will be academically and physically prepared for life as they progress through to secondary school and higher education and ultimately in Modern Britain and the world.

PE:

Intent:

We intend to provide high quality, inspiring PE lessons, which allow children to learn the skills and knowledge required by the national curriculum in a fun and engaging way. We intend to teach children how to remain physically fit and healthy through a balanced program of physical activity and through making healthy eating and lifestyle choices. We intend to provide opportunities for all children to improve both their fitness levels and their physical and mental well-being through daily activities such as "Fit in 10," and "Fitness Fridays" (during the summer term). We aim to give children opportunities to experience a wide range and variety of sports and physical activities to find out which sports inspire them. We encourage children to join sports clubs and to be physically active out of school as well.

Implementation

We employ a qualified gymnastics coach to deliver high quality gymnastics and dance lessons. She can support other staff members in planning or delivering the curriculum when necessary.

For 2024-25, we will be using the "Get Set 4 PE" Scheme of Work and plans for teachers to deliver the PE Curriculum. This scheme provides not only lesson plans and assessment protocols, but also an "Active Families" area for all children and parents to access at home and other "Awesome stuff" such as "Active blasts," "Get set 4 life" and "Classroom PE," which we look forward to exploring in the coming year.

Through their PE and Science lessons, children also learn about healthy eating and how to maintain a healthy lifestyle.

Curriculum PE lessons are timetabled twice weekly for all classes and additional physical activities are included in the week whenever appropriate. "Ten for ten" occurs daily. The PE Curriculum map has been reworked and now ensures that children receive lessons in a wider range of sports during their time in school and can discover which sports they enjoy and wish to pursue further. The Curriculum is regularly reviewed and changes are made to provide for our current cohort of children and their diverse needs.

Impact:

Through a broad and engaging Physical Education curriculum, children experience a wide range of sports and physical activities that prepare them for the next phase of their education and life beyond school. They develop an understanding of how to become physically fitter and healthier, alongside learning about the importance of maintaining a balanced diet and an active lifestyle. Pupils are introduced to the basics of human anatomy and how the body functions, gaining insight into the physical and mental benefits of regular exercise. The curriculum also fosters an appreciation of cultural diversity through the exploration and observation of dances from around the world and different historical periods, enriching their cultural capital. Children are encouraged to develop lifelong habits of physical activity and healthy living, equipping them with the knowledge and motivation to maintain good physical and mental health throughout their lives.



History:

Intent:

At St Joseph's, we aim for a high-quality history curriculum which helps to stimulate children's inquisitiveness, to know more about the past and ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We aim to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically secure knowledge of History.

We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also educational visits.

Implementation:

Throughout the key stages, children will develop their understanding of the following key disciplinary concepts: Change and continuity, Cause and consequence, Similarities and differences, Historical significance, Historical interpretations and Sources of evidence.

In ensuring high standards of teaching and learning in history, we implement a spiral curriculum model where previous skills and knowledge are returned to and built upon. History is taught as a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. At St Joseph's, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. By the end of their primary education, children will have a chronological understanding of British history from Stone Age to present day. They will be able to draw comparisons and make connections between different time periods and their own lives.

Impact:

At St Joseph's we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. The impact and measure of this is to ensure that children at St Joseph's are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. Through this study, children will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.

Geography:

Intent:

At St Joseph's we aim to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want children to enjoy and love learning about geography and for pupils to develop the confidence to question and observe places, measure and record necessary data in various ways and analyse and present their findings.

Implementation:



In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school and an enquiry-based approach to learning. Geography is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. Pupils should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them along

At St Joseph's, we ensure that Geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

Impact

Within geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities.

We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

Children should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

PSHE:

Intent:

At St Joseph's, the intent of our PSHE curriculum is to promote the spiritual, moral, cultural, mental and physical development of our children and to prepare them at the school for the opportunities, responsibilities and experiences of later life. Here, at St Joseph's we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Implementation:

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.



At St Joseph's we cover the first 5 Puzzles in Jigsaw which are designed to progress in sequence from September to June. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

At St Joseph's we allocate 1 lesson (approx. 1 hour) to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. EYFS should tailor lesson length to their class as appropriate. These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship,
- praise and reward system,
- Learning Charter,
- through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes. Staff have received training (this support will continue). PSHE is taught in conjunction with RSE throughout the year. The final Changing Me Jigsaw topic will have elements still taught but RSE will be followed for sex education in line with RE and RSE policies.

Impact.

We strive to ensure that our pupils develop the knowledge, skills, attributes, discipline and self-confidence they need to problem solve and manage their lives, now and in the future. The skills and attributes they will develop through PSHE lessons will help them to stay healthy, safe and prepare them for secondary school and beyond.

Relationships and Health Education (RSE)

Intent:

Our curriculum intent. At St Joseph's, the intent of our Relationship and Sexual education curriculum is a part of our PSHE curriculum to promote the spiritual, moral, cultural, mental and physical development of our children and to prepare them at the school for the opportunities, responsibilities and experiences of later life. Here, at St Joseph's we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include Statutory Relationships and Health Education within our whole-school PSHE Programme as well as our RE lessons. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE as



well as Ten Ten planning for RSE as our chosen teaching and learning programme and tailor it to your children's needs.

DT:

Intent:

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

At St Joseph's, they acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Design and technology education begins well before children begin their formal schooling. Children constantly explore their world through a variety of activities and it is vital for us to continue to extend this. The child's increasing understanding of the process of design and technology should match their intellectual and physical development throughout their primary education.

Design and technology at St Joseph's should be taught through a combination of defined design and technology projects, the direct teaching of skills and through activities integrated within the learning of other National Curriculum subjects or 'Themed' work.

Implementation:

At St Joseph's, we strive to provide a program of learning opportunities for all pupils to gain the basic knowledge and understanding, which underpin design and technology. In addition, we endeavour to provide continuity and progression for all pupils throughout the curriculum as they move through the school. We aim to ensure health and safety of all pupils during design and technology activities.

Impact:

Through a well-sequenced and engaging DT curriculum, our pupils develop the confidence to take creative risks, think critically and work collaboratively to solve real-world problems. By the end of each key stage, they demonstrate a secure understanding of the design process—from planning and prototyping to evaluating and refining their ideas. Our children acquire practical skills and technical knowledge that support wider curriculum learning, particularly in maths, science and art. Their growing ability to reflect, adapt and persevere equips them with the mindset needed for future learning and participation in a rapidly evolving technological world. Evidence of impact is seen in the quality of pupil outcomes, their enthusiasm for practical learning and their ability to articulate and apply design thinking across contexts.



ART:

Intent:

It is through the fascinating world of art and design that we are able to explore and continue to be inspired by the wonderful creations of God and through creativity we are able to live out our mission statement here at St. Joseph's school: 'At St. Joseph's, we live, love and learn by the example of Jesus.'

Implementation:

At our school, Art is delivered through a carefully sequenced curriculum that ensures progression in skills, knowledge and techniques across all year groups. We follow the Kapow Primary Art and Design scheme of work, which is aligned with the National Curriculum and designed to build pupils' confidence and creativity over time.

To provide an immersive and focused learning experience, Art is taught in a dedicated block week each term, which runs alongside our assessment week. This approach allows pupils to fully engage in the creative process without interruption, enabling deeper exploration of artistic techniques and more meaningful project outcomes. During these blocks, pupils build on prior learning, experiment with materials and develop their own ideas through sustained pieces of work.

Teachers ensure that vocabulary, artistic processes and skills are explicitly taught and revisited throughout the units. Lessons also incorporate opportunities to learn about a diverse range of artists, movements and cultural influences, fostering an inclusive and broad appreciation of art.

Impact:

As a result of a carefully planned and progressive Art curriculum, our children develop the knowledge, skills and confidence to express themselves creatively and imaginatively. They gain a deepening understanding of artistic techniques, media and the work of diverse artists and cultures. Children are able to talk about their work using appropriate artistic vocabulary, reflect on their creative choices and show pride in their achievements. The impact of Art teaching is evident in the quality and progression of pupils' work, their enthusiasm during lessons and their ability to think critically and independently. Art contributes to pupils' broader personal development by fostering resilience, self-expression and an appreciation of the visual world around them.

Music:

Intent:

We intend to inspire children with a life-long love of music and the curiosity to continue developing their musical skills and learning with enjoyment after they have concluded their formal musical education. At Key Stages 1 & 2 we intend to teach children the relevant vocabulary, skills, knowledge and understanding so they will be "next stage ready," both as they move up the school and when they leave for their next phase of musical education. We aim to give all children opportunities to fulfil and even exceed the curriculum expectations for music, regardless of their background, gender or SEND status.

Implementation:

Music lessons are taught weekly in all classes by a qualified musician (Music performance degree and Secondary PGCE in Music). Musical activities are adapted wherever possible to link to each class topic, in order to provide a deeper and broader learning experience for all children.



Impact:

Through a rich and diverse music curriculum, children will experience and study music from a wide range of styles, eras, cultures and musical traditions. This broad exposure will significantly contribute to their *Cultural Capital*, providing them with meaningful insight into the world around them and enhancing their understanding of different communities and historical contexts.

Children will develop a deep appreciation for the creativity involved in the process of musical composition, as well as the achievements of musicians across both historical and contemporary periods. This understanding will help to foster respect for artistic expression and encourage a lifelong interest in the arts.

Inspired by the music they encounter, children will be encouraged to compose and perform their own pieces, responding creatively to a variety of starting points. This will help them begin to understand music as a powerful form of self-expression, enabling them to explore and communicate their own thoughts and emotions.

As they progress, children will build a strong foundation in musical skills, ensuring they are well-prepared to meet the challenges of the music curriculum at higher levels. These skills will support a seamless transition into more advanced study and enrich their overall educational experience.

Beyond the subject itself, musical activities offer a range of valuable transferrable skills that support children's broader personal development. These include social skills developed through singing games and partner activities and teamwork and co-operation fostered during group compositions and performances. Children will also gain performance skills, learning to manage nerves, adopt confident posture and develop clear diction and pronunciation through singing.

Furthermore, the discipline of learning an instrument cultivates perseverance, self-discipline and determination—qualities essential for success in any area of life. Music also provides an outlet for creativity, helping children to channel their ideas into constructive projects, reflect on their work and strive for improvement. Importantly, children will also learn how music can be used as a tool for wellbeing, helping to relieve stress and calm the mind and body.

MFL:

Intent:

The intention of the new Spanish curriculum at St Joseph's Primary School is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's confidence and creative skills. We strive to stimulate and encourage children's curiosity about language and develop their awareness of cultural differences in other countries. We strive to embed the skills of listening, speaking, reading and writing skills necessary to enable children to use and apply their Spanish learning in a variety of contexts and lay the foundations for future language learning. In addition, we aim to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in a conversational setting.

Implementation:

Our MFL curriculum is designed to progressively develop children's skills in languages, through regularly taught lessons in KS2. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through



conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences.

Teachers at St Joseph's use a language scheme called 'Language Angels'. Additionally, teachers revisit basic vocabulary throughout the day by taking the register in another language (mainly Spanish), counting whilst waiting in the line, playing games or singing songs in Spanish.

In the past we have organised a French Day across the school to raise engagement and to be able to put to use their language skills learnt throughout the year by creating scenarios, participating in small group dialogues, researching famous buildings or people from France that have had an impact of some sort on the country. During the 2022-23 academic year this was adapted and MFL was incorporated into St Joseph's International Week. Teachers and pupils were given the opportunity to explore a country of their choice; this could be linked to a specific topic or the cultural diversity of the class. In September 2023 St Joseph's changed to teaching Spanish instead of French and organised a Spanish Immersion Day to introduce the language to the whole school. Since then, St Joseph's has explored other links including a celebration of Spain's National Day in October 2024 and a whole school celebration of Spanish speaking countries during International Week in June 2025.

Impact:

The learning challenges used, to plan and teach MFL, ensure that children are accessing work at age-related expectations, with regular opportunities to be challenged through higher-level objectives. In the End of Unit assessment for each Spanish topic in the Language Angels scheme, both written and listening skills are assessed and children have an opportunity for self-assessment too. Pupil Voice has enabled us to see what impact our teaching has on children and their responses have been extremely positive. Children are assessed termly according to age-related expectations in line with curriculum requirements and in line with the school assessment calendar. This information is recorded and monitored by the co-ordinator.

Spiritual, Moral, Social and Cultural Development (SMSC):

SMSC is promoted through our annual calendar of themes which are embedded in assemblies, RE lessons, curriculum activities and wider opportunities including projects, performances and visiting speakers.

British Values:

In line with DfE guidance and the Prevent Strategy, the school promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These are embedded across the curriculum, reinforced through assemblies, displays, behaviour expectations and pupil leadership opportunities such as Eco-Council, House Captains and Chaplaincy teams.



4.5 Resources to support our curriculum delivery:

Resource Type	Examples	Purpose
Curriculum & Policy	<ul style="list-style-type: none"> National Curriculum Schemes of work progression maps SEND Code of Practice 	Provide statutory guidance and ensure consistency across subjects
Teaching & Learning	<ul style="list-style-type: none"> Herts for Learning Essentials – English and Maths Twinkl Literacy Shed Plus Kapow Language Angles Get set for PE Jigsaw Ten Ten Plymouth Science Manipulatives Working Walls 	<ul style="list-style-type: none"> Support lesson delivery Reinforce concepts Engage pupils
Assessment & Tracking	<ul style="list-style-type: none"> SATs past papers Pre and Post Assessment questions Quizzes Observation Baseline tests Arbor NFER tests Herts For Learning Maths diagnostic tests 	<ul style="list-style-type: none"> Monitor progress Identify gaps Inform planning
Inclusion & Adaptive Teaching	<ul style="list-style-type: none"> Visual timetables Scaffolding templates EAL dictionaries Sensory aids <p><i>*Please find our Toolkit for further information</i></p>	<ul style="list-style-type: none"> Support SEND, EAL and different ability levels
Professional Development	<ul style="list-style-type: none"> CPD courses Teaching networks Subject Links across the academy Mentoring 	Develop teacher subject knowledge and pedagogy
Community & External	<ul style="list-style-type: none"> Libraries Museums Farms Workshops Guest speakers Clubs Chexs 	Enrich learning experiences beyond the classroom
Technology & ICT	<ul style="list-style-type: none"> Interactive whiteboards Teacher iPad ClassDojo 	<ul style="list-style-type: none"> Enhance teaching Facilitate communication

See our EYFS policy for information on how our EYFS curriculum is delivered.



5. Inclusion

It is our intent that we provide a broad and balanced curriculum to all our pupils regardless of ability or any special needs. We strive for excellence in all areas of learning to help children fulfil their potential in a safe, nurturing and challenging environment. Within every subject we teach, we encourage children to acquire skills and develop their knowledge and understanding in order to enable a positive lifelong approach to learning. The curriculum is focused on progression of skills through re-visiting areas of learning as children move up the school. Prior learning is built upon, developed and consolidated using a mastery approach aimed at creating a deep understanding of subject matter.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible and they will make sure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English and to support pupils to take part in all subjects.

It is our intent to comply with the duties of the Equalities Act 2010 and the SEND Regulations 2014 regarding accessibility of the curriculum for those with disabilities or Special Educational Needs. Please see our Accessibility Plan and SEN Information Report.



6. Monitoring arrangements

The governing board monitors whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- › School visits
- › Governor mornings
- › Teacher Voice
- › Pupil voice
- › Meetings with the school council and Ambassadors
- › Learning Walks with members of SLT
- › SEA feedback

The Headteacher, Key Stage Leads and Subject Leaders monitor the way their subject is taught throughout the school by:

- › Planning scrutinies
- › Learning walks
- › Book looks
- › Pupil voice
- › Tracking/analysis of data
- › Parent voice surveys
- › Staff CPD
- › Action Plans and Termly Reports

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed. Resources are audited at the end of each year. If resources are broken or damaged throughout the year, it is the responsibility of the Subject Leader to ensure they are repaired or replaced as appropriate and to keep an up-to-date inventory. They should also make sure resources are accessible, well-organised and used effectively to support teaching and learning across the school.

This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with the full governing board.



7. Links with other policies

This policy links to the following policies and procedures:

- › EYFS policy
- › Assessment policy
- › SEND policy
- › Safeguarding policy
- › Child Protection policy
- › Online Safety policy
- › Home School Agreement
- › Subject Specific Policies – Please find on our website: <https://www.stjosephsherts.co.uk/>
- › RSE policy
- › Prevent Duty
- › Teaching and Learning Policy
- › Curriculum map
- › Accessibility Plan
- › SEN Information Report.