



Curriculum Policy St. Mary's R.C. Primary

Purpose

We believe that the purpose of education is to bring about goodness: human flourishing and that to do this, our curriculum should be broad and balanced; it should build knowledge, encourage independence, curiosity and creativity; produce collaborators, innovators, leaders and, above all, it should help our children to understand what it means to be human.

Structure and Organisation:

The ten principles of the Isle of Man's Essential for Learning Curriculum (E4L) underpin our curriculum. The curriculum is organised into three areas, 'Discover', 'Explore' and 'Create'. Central to the curriculum are Core Skills that underpin our approach:

Active Learning:

- To seek out and enjoy challenges
- To collaborate with others
- To show commitment and perseverance
- Assess themselves and others

Basic Skills:

- To speak clearly and confidently using a rich vocabulary
- To read and communicate ideas in writing efficiently and effectively
- To calculate efficiently and apply skills to solve problems
- To use new technologies confidently and purposefully

Creative Thinking:

- To ask questions to extend their thinking
- To generate ideas and explore possibilities
- To overcome barriers by trying out alternatives or new solutions
- To connect ideas and experiences in inventive ways

Basic skills are taught explicitly throughout school. Active learning and Creative thinking represent the by-product of an effective curriculum – we aim to create the conditions where these skills can grow and develop.

We work across three terms which allows us to explore areas of the curriculum in greater depth. In the autumn term, the project is CREATE - Arts, ; in the spring term DISCOVER - History, and in the summer term EXPLORE - Geography.

A knowledge rich curriculum:

Our curriculum is knowledge rich. It balances propositional knowledge (know that) with procedural knowledge (know how) and recognises that they are intrinsically linked and interdependent.

Within the termly projects, categories of knowledge are identified and presented as 'Big Ideas' to ensure broad coverage across school (Disciplinary Knowledge). Disciplinary knowledge is repeated each year to ensure a mastery approach to knowledge.

Procedural knowledge (knowing how) is mapped and sequenced in Medium Term Planning documents (MTPs). Using a SOLO taxonomy approach, whilst also allowing a mastery approach within year groups to ensure depth and progression across the curriculum.

Curriculum planning: A pedagogy of possibility

Our children deserve inspirational learning opportunities. Curriculum planning ensures that children are immersed in broad and multi-layered projects which lead to authentic outcomes. They are challenged to work creatively whilst deepening their knowledge and understanding within distinct subject disciplines.

Planning begins with content. From this we identify philosophical concepts that will be drawn out and explored. We select and explore concepts that matter the most to our children.

Concepts are framed with an enquiry question and begin with the children exploring quality literacy text or scripture. Throughout the projects, RE remains central to understanding the concepts.

All our projects are knowledge rich, aspirational and contextualised. Children work towards authentic outcomes and engage with critical audiences; they undertake projects that involve complex issues, and in doing so, develop an understanding of what is possible and a belief that they can make a difference.

We have high expectations of learning and outcome. Our curriculum is designed to encourage high levels of intrinsic motivation, which, when combined with the process of critique and redrafting, ensures that our children are instilled with the desire to produce beautiful work.

Children work alongside experts and professionals, take part in visits and learn both indoors and out. Our classroom environments are designed to encourage children to work collaboratively, flexibly and with high levels of independence.

Curriculum experiences:

We believe that a broad and balanced curriculum extends beyond the classroom. We tailor and adapt our curriculum to meet the needs of our community, and in doing so, provide a wealth of experiences throughout their time at school.

We are committed to ensuring that all our children have the opportunity to...

Visit the places of worship for their own and other religions, where possible

Experience a residential (Y6)

Learn a musical instrument and experience live music

Experience dance

Visit museums and galleries

Swim at least 25 metres - Green badge by Y5

Perform an act of community service - support CAFOD

Explore their local environment

Take part in a sports competition

Experience democracy by casting a vote

Learn first aid

Engage in intergenerational experiences

Learn how to ride a bike / scooter

Go on public transport

Plant, grow and then use what they have grown

Enjoy the great outdoors

Be involved in charitable work

Curriculum Development:

The curriculum structure allows continued innovation and development. Research is used to inform practice, and high levels of reflectiveness throughout school lead to a shared commitment to continued development.

This Policy to be read in conjunction with:

Learning Policy
Assessment Policy
Staff Induction Policy
Subject Policies

Equality

At St Mary's R.C. Primary School, in line with the 2017 Equality Act, we aim to:

- Eliminate discrimination.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

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