



St Edmund's Catholic Primary School Curriculum



| What is our intent? | | Learn, Love and Live with the Lord | | | | | | | | | | | | | | | |
|-------------------------------------|---|--|---------|--|---------|--|-----------|---|-----------|---|-------------------------|---------------------------------------|-----------|---|--|--------------------------|--|
| | | Spiritual and moral Catholic community Responsible citizens Positive contributions to society Active in the community Tolerance Respectful | | | | Social and Cultural Empowering children to be citizens for an ever changing world Working independently and collaboratively | | | | Attitudes to learning Life-long learners Growth Mind-set Resilient Support others Confidence Celebrating success Ambition | | | | | | | |
| Curriculum structure | | Knowledge and Understanding A broad and rich coherent curriculum which values the integrity of each subject discipline and is progressive | | | | Skills Clear progression of skills including thinking skills The skill of reading is given high importance in all subjects | | | | Mastering Developing mastery in all subjects | | | | | | | |
| How do we implement our curriculum? | Components | Spiritual Life | | Lessons | | Events | | Routines | | Learning outside the classroom | | Environment | | Extra-Curricular activities | | | |
| | St Edmund's 8 Tools for effective Learning and Teaching | Value Every Child | | Have high expectations | | Meet all learning objectives | | Engage with Every Child | | Create a positive Learning Environment | | Promote deep thinking | | Enrich learning | | Give meaningful feedback | |
| | Approaches to learning | A positive ethos to support, encourage, nurture and challenge | | Inclusion | | Innovative teaching | | Behaviours for learning | | Communication: vocabulary, questioning, pupil voice | | Assessment for learning | | Outdoor learning | | | |
| | Whole curriculum dimensions | Overarching themes that have significance for individuals and society, and provide relevant learning context: Catholic identity and cultural diversity creativity and critical thinking good physical and mental health enterprise local and global dimension democracy and equality of opportunity sustainable development safe and creative use of technology | | | | | | | | | | | | | | | |
| | Statutory expectations EYFS | Communication and language | | Physical development | | Personal, social, emotional development | | Literacy | | Mathematics | | Understanding the world | | Expressive arts and design | | | |
| | Statutory expectations KS 1 | RE | English | Maths | Science | Art and Design | Computing | Design and technology | Geography | History | Music | PE | PSHE /RSE | | | | |
| | Statutory expectations KS 2 | RE | English | Maths | Science | Art and Design | Computing | Design and technology | Geography | History | Modern Foreign Language | Music | PE | PSHE /RSE | | | |
| How do we evaluate impact? | Evaluating impact | Look at the whole child | | Use data and research to identify trends and goals | | Children making progress | | Assessment for learning | | Prepared for next stage of education | | Follow a continuous improvement cycle | | Community involvement - parents, staff, children, governors, parish | | | |
| | Accountability measures | Children have healthy minds and bodies and make safe and healthy choices | | Everyone achieves their full potential | | High attainment and sustained pupil progress | | Positive impact within local and Catholic community | | Positive behaviour and attendance | | Successful transitions | | Parent, children, staff feedback | | | |