



Curriculum Intent Statement

At St Paul's CE Primary School, our curriculum is based on our vision of "believe and achieve" and is underpinned by our Christian values of respect, trust, compassion, forgiveness and justice, as well as personal learning goals. We want children to leave our school, fully prepared for secondary school and for life in general. Through our broad and rich curriculum, we aim to provide opportunities for children to grow and progress their knowledge and skills throughout all key stages so that they become independent, confident, global citizens.

We value all our children as unique individuals and our curriculum is designed to allow all pupils to flourish and fulfil their potential, whatever their ability. The curriculum recognises the diversity of our school community and of the world and celebrates this as we are a fully inclusive school.

Learning in the classroom is supplemented by trips, visits, residential, sports tournaments and opportunities to perform on stage and musically in order to develop fully rounded individuals.

We recognise that resilience and mental wellbeing are key factors in supporting children's learning and our curriculum takes account of this, allowing children opportunities to experience problem solving which challenges their thinking and allows them to learn from mistakes in a safe environment. We also provide support for children who are struggling in these areas through our work with other professionals e.g. Resilience Project, IReach, Play Therapy.

Curriculum Implementation

At St Paul's, the curriculum aims to build on prior learning to ensure progression in skills and knowledge throughout the years. In order to achieve this, we use a range of resources for delivery including the National Curriculum, Literacy and Language, Power Maths, the International Primary Curriculum (IPC) and the International Early Years Curriculum (IEYC).

Lessons are clearly structured and sequenced to enable children to make connections between all their learning and to ensure that knowledge and skills are embedded and developed over time. Teachers use focused learning objectives and clear success criteria and their use of questioning and effective feedback ensures that children are supported in their learning and challenged when appropriate. This allows children to develop character and resilience, enabling them to become independent and confident in offering their own opinions.

Early Years

We recognise the importance of Early Years Education as the foundation for developing skills and knowledge and a positive attitude to learning. Our EY curriculum is based on the interests of the children and encourages the children to become creative and independent through provision of first hand learning experiences. Effective questioning allows children to develop their speech and language in Early Years.

The International Early Years Curriculum (IEYC) allows children to be involved in creative and stimulating activities which are child-centred.

English

We aim to promote and encourage a lifelong love of reading and books throughout our curriculum. Throughout school, children are exposed to high quality texts and age appropriate authors.

Teachers and other adults regularly read out loud so that children hear good models of expression and fluency. Reading skills are taught explicitly across all year groups and these are practised in all curriculum areas. We encourage reading for pleasure through our links with Salford Imagination Library, Salford Schools Library Service, author visits and class libraries which are equipped with age-appropriate quality texts.

Writing is taught using high quality texts in Early Years and Year 1 which provide excellent models for writing and oral communication, as well as engaging children with books from an early age.

In Years 2-6, writing is delivered through the Literacy and Language curriculum which develops writing skills based around a quality text and links to reading. Teachers model the writing process and high standards expected in each year group. We also encourage children to use a wide range of vocabulary in their writing, which is often collected from their reading.

Handwriting, spelling, grammar and punctuation are taught in context and as discrete lessons.

There are non-negotiables for writing in each year group.

Maths

At St Pauls, we teach maths using the Power Maths curriculum. This covers arithmetic and the progressive acquisition of maths skills, allowing them to opportunities to reason and problem solve. The maths curriculum is firmly based on the development of skills from the concrete (real objects) to pictorial to abstract stages, allowing children to represent their learning in a variety of ways.

We focus on children's maths fluency and mastery of key skills.

Times Tables knowledge is encouraged through Time Table Rock Stars, which promotes instant recall of facts.

International Primary Curriculum

Our science and foundation subjects (history, geography, art, DT) are taught through IPC units, which have a clear learning sequence and specific learning goals for every subject. IPC aims to develop international mindedness and encourages children to develop personal learning skills which will support them to be a citizen in the 21st century – enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability. There are opportunities within each unit to practise and develop these skills.

IPC units are designed to appeal to the children's interests and the Big Picture helps them to understand why they are learning and how it links to other subjects.

IPC also encourages parental involvement in learning through the use of home learning challenges which helps parents to understand the relevance of learning in the classroom and at home.

RE

As a Christian school, we teach RE through a variety of schemes, including Questful RE, Understanding Christianity and the Salford LA scheme. Integral to our RE teaching is a focus on Christianity but also on other religious and faith beliefs.

Music

Music is taught using the Charanga scheme which develops children's skills in musical appreciation, performance and composition. In Year 5, children have the opportunity to learn to play the guitar through Fidler Music.

Computing

In EY and KS1, children are taught basic computing skills through use of equipment such as Beebots and iPads.

In KS2, Junior Jam provide a comprehensive, skills-based, progressive computing curriculum which focuses on a range of IT skills throughout the year e.g. filming, research and control technology.

Modern Foreign Language

At St Paul's, we teach Spanish in KS2 through a progressive curriculum which develops and builds on skills in listening, speaking, reading and writing as well as developing an understanding of Spanish culture.

PE

PE is taught using the PE Hub scheme and is also delivered by All Hallows (KS2) and Rees Training (KS1). Activities encourage children to build confidence, self-esteem and resilience as well as encouraging and promoting physical activity.

PSHE

We recognise that the development of PSHE skills is vital for our children and learning is delivered through a progressive scheme, SCARF, which covers all aspects of PSHE, including relationships, keeping healthy both physically and mentally, being safe online, etc.

Children also have the opportunity to visit the Life Education Caravan every year to take part in a range of workshops linked to PSHE e.g. our body, making friends, substance awareness. Parents can also attend a Life Education workshop.

Children learn about democracy and how their views and opinions can affect decisions through engagement with School Council and Ethos Group.

Extra-Curricular Clubs

We offer a full range of extra-curricular clubs to encourage children's interests, creativity and skills in a range of subjects including music, art, sport, as well as offering opportunities for children to take part in inter-school sports tournaments.

Curriculum Impact

The impact of our curriculum is evident in the children's work, outcomes for all children and in the children themselves.