

# **St Vincent de Paul Curriculum Statement**

At St Vincent de Paul School, we believe that all learning is about God and the curriculum is imbued by that fundamental belief. We strive to educate the whole child and nurture their God given gifts. We offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage.

The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education.

The following subjects are taught as part of the IPC curriculum-Science, Geography, History, Design and Technology and Art. Although some subjects are taught separately to the IPC, where appropriate, links are made to relevant IPC topics to enable the children to see all aspects of the learning within a broad, balanced and enriched context. The IPC provides practical and realistic scenarios the children to expand their skills base by utilising topic-based learning.

English, mathematics and RE are core areas and are taught as discrete subjects, The English curriculum and the mathematics curriculum are supported through a framework developed by consultants at Herts for Learning.

Our main curriculum is further extended with other aspects of learning, including personal, social and health education thus equipping our children with skills they need to become responsible global citizen. Our curriculum actively promotes the fundamental British Values and the principles embedded in Catholic Social Teaching. Catholic Social Teaching is based on the belief that God has a plan for creation, a plan to build his kingdom of peace, love and justice. It holds that God has a special place in this story for each of us who ever we are. Our part in this plan involves every aspect of our lives. We also adhere to the principles of being a Rights Respecting School supporting a rich learning environment that places the best interests of the child of the heart of our practice. Our aim is for all these values to underpin our school values and ethos. Throughout the year we promote these values through our everyday teaching, assemblies and various events.

## **Religious Education**

RE is not confined to a specific timetabled lesson, but is encompassed within all of our teaching. Here, spiritual, moral, social and cultural development of each child is addressed through all aspects of the curriculum as well as through the various day-to-day situations and opportunities that arise.

Formal RE is delivered through this scheme The Way the Truth and the Life, which is implemented from Early Years through to Year 6. The aim is to help children grow in awareness that God comes to us every day in persons, events and situations-and challenges us to open our hearts to receive Him and allow Him to help us. The program acknowledges the children will need help to relate what they are learning to their own lives. It is essential to start with children's experiences, explore them, build on them and connect them with religious content.

## **The Early Years Foundation Stage**

The Early Years Foundation Stage (EYFS) curriculum is divided into seven areas of learning and development, which are three 'prime' areas and four 'specific' areas.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Through careful assessments and observations, including information from parents in other settings, children's development and abilities are assessed. It is essential that learning and development within the prime curriculum areas to strong before the more specific skills are learnt in the other four curriculum areas. The balance shifts towards a more equal focus on all areas of learning as children growing confidence and ability within the prime areas.

## **Maths**

Our Maths curriculum encourages all children to develop their full potential in maths, providing challenge and support according to the needs of individual pupils. All children are supported and challenged to make progress and gain confidence whatever their stage of learning.

The mathematics curriculum is divided into seven strands:

- Number and place value
- Addition and subtraction
- Multiplication and division
- Fractions
- Measurements
- Geometry
- Statistics (Year 2 onwards)

Our school policy for mathematics is based on the National Curriculum Programme of Study for Mathematics and supported through a framework developed by Herts for Learning.

We aim to ensure that all pupils:

- become fluent in the fundamentals of mathematics,
- reason mathematically by following a line of enquiry
- can solve problems by applying their mathematics to a variety of routine and non-routine
- problems. Class teachers provide daily maths lessons. Homework is provided for children to practise and consolidate their skills and knowledge.

We aim to offer pupils intellectual excitement and challenge, to provide them with a sense of delight and wonder, to equip them with knowledge and skills and the ability and confidence to use and apply these to meet the needs of society today and in the future.

We use the National Curriculum as a basis for developing the children's reading, writing, speaking and listening with five hours of literacy a week in addition to taught an independent reading time.

### **Reading & Writing**

Phonics is taught through Foundation and KS1 using the Letters and Sounds programme. The school uses a broad range of reading materials for individual pupils in the early stages of reading to apply and practice their developing phonic knowledge and skills.

Various approaches are used to support reading. These include:

- Guided Reading. Regular adult lead guided reading sessions to help pupils throughout the school learn reading strategies and develop comprehension skills
- Independent Reading
- Shared Reading, where the teacher models 'think aloud' reading strategies
- Teacher reading aloud (e.g. through a class novel)

The Accelerated Reader Program is in place to support individual children's reading skills and understanding. We use the Essex Library Service to support our reading resources and IPC topic work.

Writing is an integral part of our curriculum. Our pupils are taught how to plan, revise and evaluate their own and others' writing through interesting and purposeful pieces. The opportunities for these purposeful pieces are carefully planned into the topic process and often linked to high-quality text. Replying cross curricular writing opportunities to ensure that children are able to practice and apply writing skills which they acquired during structured English lessons across a variety of other subjects.

Grammar and punctuation skills are taught progressively throughout the school and children are encouraged to value the skills and are expected to use them in their own writing.

### **International Primary Curriculum (IPC)**

At St Vincent de Paul we use the International Primary Curriculum (IPC). The International Primary Curriculum provides a termly topic-based cross-curricular, approach to delivering the curriculum which is designed to engage children of all abilities in today's world. There is a focus on learning skills and linking subjects to ensure that pupils learn in meaningful and exciting ways. IPC learning goals are cross-referenced to meet National Curriculum guidelines and all meet the latest Government recommendations for a more creative, yet rigorous, approach to the curriculum.

The following subjects are taught as part of IPC curriculum - Science, Geography, History, Design and Technology and Art. Although some subjects are taught separately to the IPC, where appropriate, links are made to relevant IPC topics to enable the children to see all aspects of their learning within a broad, balanced and enriched context.

### **Science**

Although most science is taught through the IPC additional aspects are taught in addition to comply with National Curriculum Requirements. We use the Herts Curriculum overview and their supporting resources to deliver our science teaching. This enables us

to provide a broad, relevant science curriculum for all. A variety of quality resources are used to stimulate and excite pupils curiosity. We endeavour to make science as practical and active as possible to suit all learning styles activities are challenging, motivating and extend pupils learning. Children are given opportunities to reflect on their work and are genuinely involved in decision-making processes.

### **Modern Foreign Language**

A specialist French-speaking teacher coordinates the teaching of French and all aspects of MFL (Modern Foreign Language) teaching. Children are encouraged to use their French around school and to link it to other subjects, for example mathematics (numbers) and art (colours) and science (naming of body parts).

### **Information technology**

Computing and programming is taught using the Herts for Learning teaching resource and children from an early age are taught to be responsible, competent, confident and creative users of technology. A particular emphasis on 'e-safety' ensures children use the internet safely and knowledgeably. All classrooms have interactive Whiteboards and children have regular access to iPads and an ICT suite.

### **Music**

Music cover is taught by a class teachers as well as music specialists who provide opportunities for pupils to perform in public wherever appropriate. There are opportunities to take part in musical performance and children are encouraged to listen to and enjoy music of all genres. Peripatetic teachers provide violin and brass tuition. Musical workshops are provided with children during the course of the year.

### **PE**

We develop the children's enjoyment, confidence and skill in physical activity and introduce them to the pleasures of sport to help develop active children who benefit from a healthy lifestyle. Through a multi skills approach, and using the Val Sabin PE scheme, children develop their skills in football, netball, tag rugby, basketball and cricket, as well as athletics, gymnastics, sailing, dance and swimming. We regularly participate and excel in a number of borough and county sporting events and competitions. Children in Year 6 are trained to become sports leaders to plan and deliver physical activities for children in younger year groups. We hold a Gold Mark Sports Award for our PE provision.

### **PSHCP**

PSHCP (Personal, Social, Health and Citizenship Education) helps give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens, while promoting British values. All members of staff are committed to encouraging in the children, knowledge of right and wrong and to take responsibility for their own behaviour.

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We enhance and enrich the curriculum through a variety of activities including educational visits, school performances, visitors to school, after-school clubs. We have strong links with our local Catholic secondary school John Henry Newman.

Children are taught about the community in which they live and are encouraged to work in cooperation with other members of the school community. Supporting charities, both local and further afield, is encouraged. All children are expected to undertake appropriate responsibilities within the class and school, e.g. caring for the classroom environment, participating in class assemblies and participating in out-of-school activities.

Theme weeks, whole school activities and opportunities within and outside school all enrich and develop the children's learning. After school clubs and events extend these opportunities further. Additional whole school programmes and approaches support quality teaching and learning and the school is well resourced in terms of learning materials, books and technology.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas, particularly science.