

St Mary's Catholic Primary School



Curriculum Policy Statement



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1. SCHOOL MISSION

At St Mary's Catholic Primary School, our Mission is:

**TO LOVE GOD ABOVE ALL THINGS
BY
LEARNING TOGETHER
LOVING OURSELVES
LOVING EACH OTHER
LOVING ALL PEOPLE
LOVING LIFE ITSELF
AND
CONSTANTLY STRIVING FOR
EXCELLENCE
WORTHY OF OUR GOD GIVEN GIFTS.**

2. POLICY STATEMENT

Jesus Christ is at the centre of life at St Mary's. Our curriculum recognises the dignity of every child and helps children develop their God-given gifts. We provide a caring environment in which children grow in confidence, enjoy learning and become increasingly independent.

We offer an ambitious, broad and balanced curriculum from Reception to Year 6. Knowledge, vocabulary and skills are carefully sequenced so that children build on earlier learning, deepen their understanding and apply what they know. High expectations are supported by teaching that responds to individual needs.

Our Building the Kingdom approach connects learning with Gospel values and Catholic Social Teaching. We help children understand their responsibilities to others and to creation, and prepare them to contribute positively to their community and the wider world.

Our Rights Respecting approach draws on the United Nations Convention on the Rights of the Child (UNCRC). Alongside our Catholic commitment to human dignity and the common good, it helps children understand their rights, respect the rights of others and have their views heard in matters affecting them.

3. POLICY SCOPE

This policy guides governors, leaders, teachers and support staff and informs families about our curriculum. It should be read alongside the school's curriculum maps, subject policies and progression documents, and its EYFS, RE, Prayer and Liturgy, RSE and PSHE, SEND, assessment, safeguarding, equality, accessibility and Mental Health policies.

4. POLICY AIMS

Through our curriculum, we aim to:

- develop children's faith, knowledge and understanding, while respecting the beliefs and experiences of others;
- secure strong foundations in communication, reading, writing and mathematics, alongside achievement across all subjects;



- encourage curiosity, creativity, enquiry and thoughtful discussion, with opportunities to explain and evaluate ideas;
- help every child participate, make progress and experience appropriate challenge from their starting points;
- promote physical and mental wellbeing, positive relationships and safe choices, including online;
- develop responsibility, respect and independence, including understanding children's rights and contributing their views, preparing children for the next stage of education and life.

5. STATUTORY AND NATIONAL GUIDANCE

Our curriculum is planned within the legal and statutory framework applying in England. The principal requirements are:

- Education Act 2002, including sections 78 and 80: a balanced and broadly based curriculum and the required basic curriculum, including the National Curriculum and RE.
- National Curriculum in England: the current statutory programmes of study and attainment targets for Key Stages 1 and 2.
- Childcare Act 2006 and the EYFS statutory framework for group and school-based providers effective from 1 September 2026.
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, and the revised statutory guidance effective from 1 September 2026.
- Equality Act 2010, including the duties relevant to schools on non-discrimination, reasonable adjustments and equality of opportunity.
- Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years, including identifying needs and securing appropriate support.
- Education Act 2002 safeguarding duties and Keeping Children Safe in Education 2026, including teaching children how to keep themselves safe.
- School Standards and Framework Act 1998 provisions on RE, collective worship and parental withdrawal, and applicable school information publication requirements.

Catholic and diocesan requirements also inform provision. The school distinguishes statutory duties from non-statutory advice and follows the requirements in force, reviewing changes before their implementation dates.

6. CURRICULUM ENTITLEMENT

Early Years Foundation Stage

Reception provision addresses all seven EYFS areas: communication and language; personal, social and emotional development; physical development; literacy; mathematics; understanding the world; and expressive arts and design. Purposeful play, adult interaction, direct teaching and exploration support learning indoors and outdoors.

The educational programmes guide curriculum planning. The Early Learning Goals support assessment at the end of Reception and do not define or restrict the curriculum. Staff have



regard to the screen-use guidance referenced in the 2026 framework and protect opportunities for conversation, movement and practical exploration.

Key Stages 1 and 2

Children study English, mathematics, science, computing, history, geography, art and design, design and technology, music and physical education. French is taught in Key Stages 1 and 2, with the statutory languages entitlement applying in Key Stage 2. RE and relationships and health education are provided alongside these subjects. Swimming and water safety form part of the PE curriculum during primary education. Children go swimming in Year 2, Year 4 and Year 6.

Subject knowledge and skills are taught explicitly. Links between subjects are made where they strengthen understanding. Year-group overviews and progression documents identify what children learn and how it develops from Reception to Year 6.

7. RELIGIOUS EDUCATION AND CATHOLIC LIFE

RE is central to our Catholic curriculum. From Reception to Year 6, our RE curriculum follows the new Religious Education Directory in accordance with the requirements of the Archdiocese of Birmingham. The RE policy and curriculum maps set out the content and progression for each year group.

RE has protected curriculum time. Daily prayer, Mass and other liturgies are additional to taught RE and follow the Prayer and Liturgy Policy. Parents may withdraw their child wholly or partly from RE and/or collective worship; requests are discussed with the headteacher and the right is respected.

8. SAFEGUARDING

Safeguarding is embedded across the curriculum and reinforced through everyday school life. Children are taught, in an age-appropriate and developmentally appropriate way, how to recognise risk, keep themselves and others safe and seek help from trusted adults. Learning includes relationships, boundaries and consent, child-on-child abuse, online safety, harmful content and behaviour, mental and physical wellbeing and other safeguarding risks relevant to the age and context of our pupils.

Teaching is preventative as well as responsive. Leaders, including the DSL, consider information from safeguarding, behaviour, attendance, pupil voice and the wider local context when reviewing curriculum provision so that emerging risks and identified vulnerabilities inform what children are taught.

Teaching and resources are adapted for children's needs, including SEND and other vulnerabilities. Concerns or disclosures arising during learning are acted on through the school's safeguarding procedures.

9. RELATIONSHIPS AND HEALTH EDUCATION

Relationships and health education is planned progressively across primary school within our RSE and PSHE provision. Life to the Full Plus supports delivery in a Catholic context. Leaders check coverage, resources and staff preparation against the statutory guidance effective from September 2026.

The separate RSE policy explains content, parental consultation and access to materials. Parents cannot withdraw children from statutory relationships education, health education or



National Curriculum science. The school provides additional sex education lessons through Life to the Full Plus and seeks consent from parents or guardians for each child to be taught this optional content. Parents have the right to withdraw their child from sex education beyond National Curriculum science, and requests are granted.

10. CURRICULUM PLANNING

The Whole School Long-Term Plan sets out coverage from Reception to Year 6 across the six half terms. Termly Catholic Social Teaching themes and year-group questions help connect learning with our Catholic mission. Subject leaders use the overview alongside progression documents to identify gaps or unnecessary repetition and ensure that statutory content is covered.

Subject leaders determine the medium-term plans, organising subject content into coherent sequences and identifying the intended knowledge, vocabulary and skills. Class teachers prepare weekly plans from these agreed sequences, taking account of prior learning, assessment, resources, support and challenge.

Geography and history are organised into half-term units in the sequence shown in the long-term plan. Music, computing and RHE/PSHE are each taught fortnightly. Other subjects follow the agreed year-group plans and timetables. Teachers plan opportunities to revisit prior learning so that children retain and connect their knowledge. Changes to units or timetables preserve curriculum coverage and progression.

11. TEACHING AND LEARNING

Teachers use clear explanations, modelling, purposeful questioning, guided practice and independent application. They check understanding during lessons and adjust teaching when children need further explanation, practice or challenge. Groupings are flexible and relate to the learning being taught.

Early reading is taught through Little Wandle. Reading practice matches children's developing phonics knowledge and additional teaching supports children who need it. Reading aloud, discussion, access to books and use of the school libraries promote comprehension and enjoyment.

Oracy and vocabulary are developed across subjects: children learn to listen, explain their thinking and respond to others. Literacy, numeracy and digital skills support learning across the curriculum. Scientific enquiry, practical work, fieldwork, performance and creative activity are used where they serve the subject's learning.

Curriculum schemes and resources

Subject leaders select and adapt published schemes and school-developed resources to sequence knowledge, vocabulary and skills, checking curriculum coverage and progression and addressing gaps or unnecessary repetition. Teachers adapt materials to pupils' prior learning, needs and interests while maintaining ambition and challenge.

Resources are reviewed for accuracy, accessibility, age and developmental suitability, including safeguarding considerations. They reflect diverse experiences, challenge stereotypes and support our Catholic ethos and Rights Respecting approach.

Core Curriculum



Subject or area	Curriculum and resources
RE	Religious Education Directory, following the Archdiocese of Birmingham's requirements.
English, including;	Bespoke school curriculum.
- Phonics and early reading	Little Wandle
- Handwriting	Little Wandle in Reception and Year 1; Letter-join from Year 2.
- Spelling	Spelling Shed, alongside the school's phonics provision.
Mathematics	NCETM materials and guidance.
Science	School-developed scheme based on PLAN Science.

Broader Curriculum

Subject or area	Curriculum and resources
Art	School curriculum delivered by the specialist Art teacher.
Computing	Kapow Primary.
Design Technology	Kapow Primary.
Geography	School-developed curriculum informed by the Geographical Association.
History	School curriculum drawing on Grammarsaurus and the Historical Association.
MFL	School curriculum delivered by the specialist languages teacher; French is the language taught.
Music	Kapow Primary.
PE	Complete PE.
RHE and PSHE	Ten:Ten - Life to the Full Plus.

Curriculum development and recognition

The school's curriculum development is reflected in the Geographical Association's Gold Primary Geography Quality Mark, achieved in 2025; UNICEF UK's Silver Rights Respecting Schools Award (Rights Aware), achieved in 2025; and the School Games Mark Platinum award, achieved in 2026.

These achievements connect with our commitment to geographical enquiry and understanding the world, children's rights and participation, and inclusive opportunities for physical activity and sport. Leaders build on this work when reviewing provision and planning further improvements for pupils.

12. INCLUSION AND ACCESS

All children are entitled to a broad curriculum. Teachers maintain ambition while adapting explanations, tasks, resources and ways of recording learning. Reasonable adjustments, accessible materials and carefully planned support help disabled pupils and children with SEND participate and demonstrate what they know.

Teachers work with the SENDCO, families and relevant professionals through a graduated assess, plan, do and review approach. They consider language development, disadvantage, attendance



and other barriers without assuming that these indicate lower ability. Support and intervention are reviewed for their effect on learning and access to the wider curriculum.

Resources and examples represent different cultures, backgrounds and contributions. Staff challenge prejudice and stereotypes and provide further depth and challenge when children are ready.

13. ASSESSMENT AND EVALUATION

Assessment helps teachers identify what children understand, remember and can do, and what should be taught next. Discussion, questioning, observation, practical work and pupils' recorded work provide evidence appropriate to each subject. Assessment should be useful and proportionate.

Teachers record subject assessments in INSIGHT, except for RE and PE. RE assessments are recorded using diocesan proformas in line with diocesan expectations. PE assessments are recorded through Complete PE. Teachers review attainment and progress at the agreed points in the school assessment cycle.

Subject leaders and senior leaders consider these assessments alongside pupils' work, classroom evidence and pupil discussion. They identify strengths, specific gaps in knowledge and the support needed. Moderation supports consistent judgements.

The school completes the statutory assessments and reporting required for the relevant academic year, following current DfE and Standards and Testing Agency arrangements. National assessments are considered alongside learning across the curriculum; preparation should preserve the breadth of children's education.

Monitoring considers whether children build secure knowledge over time, use subject vocabulary accurately, apply skills with increasing independence and are ready for subsequent learning. Leaders review participation and progress for different groups, evaluate actions and report priorities to governors.

Pupil voice

Pupil voice forms part of curriculum evaluation. Leaders ask children about their learning and consider what they know and remember, how well they can explain their learning, whether they feel represented and included within the curriculum, and whether they know how to keep themselves safe and seek help.

Discussions about pupils' work, classroom conversations and, where appropriate, questionnaires help leaders understand what supports learning, what children find challenging and what could be improved. Accessible approaches ensure that younger children, children with SEND and those less confident in speaking can contribute.

Findings are considered alongside assessment and other monitoring evidence and contribute to curriculum review and improvement. Staff explain to children how their views have informed decisions. This reflects our Rights Respecting commitment to children's right to be heard under Article 12 of the UNCRC.



14. ROLES AND RESPONSIBILITIES

Governors provide strategic oversight. They assure themselves that the curriculum meets statutory requirements, reflects the school's Catholic mission and is accessible to all pupils. They consider leaders' reports, ask questions about impact and oversee the resources needed for improvement.

The headteacher and senior leadership team lead implementation, timetabling, resourcing and evaluation. They support subject leadership and professional development, coordinate improvements and ensure that published curriculum information remains accurate.

Subject leaders determine medium-term plans, maintain progression documents, support colleagues' subject knowledge and review resources. They evaluate provision through planning, lesson visits, pupils' work, assessment and pupil discussion to identify effective practice and priorities.

Teachers prepare weekly plans and teach the agreed curriculum, assess learning and adapt provision. They communicate with families and contribute to review and moderation. Support staff work with teachers to promote participation and increasing independence.

The SENDCO, EYFS leader, assessment leader, RE leader, AHT and DSL contribute expertise within their responsibilities. Early career teachers receive appropriate induction, mentoring and support; subject responsibilities take account of experience and workload.

15. ENRICHMENT AND PERSONAL DEVELOPMENT

Visits, visitors, practical experiences, music, sport, clubs and opportunities to perform extend learning and help children discover interests and talents. Staff plan their educational purpose and consider accessibility, cost, safeguarding and health and safety. Participation is reviewed so that barriers can be addressed.

Catholic Social Teaching and our Rights Respecting approach help children connect knowledge with action. School Council, Spiritual Council, House Captains, CAFOD Club and Rights Monitors provide opportunities to express views, serve others and contribute to school life. These experiences support the school's Building the Kingdom approach and children's understanding of dignity, justice and participation.

Children learn about the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These are reinforced through discussion, relationships and participation in school life. The safeguarding learning described in Section 8 supports this wider personal development.

16. PARTNERSHIP AND TRANSITION

We work with parents and carers as partners in children's education. Curriculum information is published by subject and year group, including RE and the phonics and reading schemes used. Families can ask the class teacher or school office for further information and discuss adjustments or concerns.

Teachers share information about learning, progress and support as children move between classes and phases. Reception staff work with families and previous settings, and Reception and Year 1 teachers use assessment and discussion to support continuity. Year 6 staff liaise with secondary schools, with additional transition support where needed.



17. CURRICULUM TIME

The timetable provides sufficient time for the full curriculum, including protected RE provision and regular English and mathematics teaching. Leaders check the cumulative time and continuity available to every subject and the effect of interventions, visits and other events.

The DfE expectation of a school week of at least 32.5 hours for mainstream state-funded schools is non-statutory guidance. It concerns the compulsory school week, including breaks and lunch, and is not a minimum number of teaching hours. Current start and finish times and the total compulsory weekly hours are published separately and can be found on the school website.

18. POLICY REVIEW

The governing body reviews this policy biannually, with an earlier review where legislation, statutory guidance, diocesan requirements or school circumstances change. Subject plans are reviewed as part of the school improvement cycle. Approved changes are shared with staff and reflected in information for families.



REFERENCES AND SUPPORTING DOCUMENTS

The links below lead to legislation and publication pages supporting this policy:

Legislation

[Education Act 2002 — curriculum and safeguarding duties](#)

[Childcare Act 2006 — early years framework](#)

[Equality Act 2010 — school duties](#)

[Children and Families Act 2014 — Part 3](#)

[School Standards and Framework Act 1998 — RE and collective worship](#)

[Relationships Education, RSE and Health Education Regulations 2019](#)

Statutory guidance and national advice

[National Curriculum in England — primary programmes of study](#)

[EYFS statutory framework — group and school-based providers, September 2026](#)

[Relationships Education, RSE and Health Education — guidance effective September 2026](#)

[Keeping Children Safe in Education 2026](#)

[SEND Code of Practice — 0 to 25 years](#)

[What maintained schools must or should publish online](#)

[Length of the school week — non-statutory guidance](#)

Catholic and school documents

Archdiocese of Birmingham curriculum and RE guidance; the school's current RE policy and year-group implementation plans; To Love You More Dearly and St Mary's Prayer and Liturgy and subject progression documents; the linked school policies listed in Section 3.

[St Mary's whole-school curriculum intent and subject information](#)

Rights and wider curriculum development

[UNICEF UK — Rights Respecting Schools Award](#)

[School Games Mark — national award framework](#)

Approved by the governing body on: _____

Next review: September 2028, or sooner if requirements change.