

Curriculum Intent

To put Christ and the teachings of the Catholic Church at the centre of the educational enterprise is the key purpose of Catholic schools. In a Catholic school, the Church seeks to build the foundation of our spiritual development, our learning and teaching, the formation of culture and our society in Christ. (*Christ at the Centre, Mgr Marcus Stock*). The Church provides Catholic schools to be more than just places where pupils are equipped with learning and skills for the workplace and responsible citizenship. Rather, they are to be the communities where the spiritual, cultural and personal worlds within which we live are harmonised to form the roots from which grow our values, motivation, aspirations and the moral imperatives that inform our choices and actions as persons. (*Gravissimum Educationis, Declaration of Vatican II on Catholic Education, 28 October 1965, §19*). Therefore, everything we teach at St. Anne's is set within our duty as a Catholic school to allow our children daily encounters with God that will see them develop spiritually and morally and will lead them towards fulfilling the potential He placed within them. As a school in the Diocese of Salford, our curriculum is also inspired by the words of Jesus in John's Gospel: "I have come that they may have life and have it to the full." (*John 10:10*). This means that we want our children to be visionary- we want them to have dreams because we believe that God has dreams for them. We want them to have effective relationships with all of their brothers and sisters and we want our curriculum to be transformational- we want our children to think every day: 'God has not finished with me yet!' We also want them to respond to the call to action; our children must be given the opportunity to recognise their God-given talents and then put them to good use on the service of others. It is these desires for our children that led us to the creation of our mission, which is summed up by our motto 'Making Tomorrow A Better Day'. 'Tomorrow' can mean the next lesson, the next day, tomorrow, next week, the future.... Everything we do at St. Anne's is aimed at making the lives of our children, their families and their community the very best they can be. It is our comprehensive, well-planned, progressive curriculum, centred on God, that is our best tool for securing this for our children. We have made conscious, specific decisions in its design to ensure that our curriculum supports us in achieving our mission as a Catholic school, set against the unique needs and experiences that our children have.

St. Anne's is an average-sized Roman Catholic primary school, with a Nursery, in the centre of the North-West town of Blackburn. We are situated in a highly deprived part of East Lancashire with a school deprivation indicator that sits in the highest 20% nationally and is above the national average. Approximately 60% of our pupils have English as an Additional Language (EAL) which is significantly above the national figure; more than twenty languages other than English are represented across the school. A number of our children have asylum seeker or refugee status and as such, we have many new arrivals throughout the year. We also have a higher than average number of children with special education needs, both at SEND Support level and with EHCPs. We often have Looked After Children in our setting and many of our families need support from external agencies. Whilst these indicators can make teaching and learning more challenging, we at St. Anne's see them as an incentive to ensure that we achieve our mission- we truly believe in an effective education being one of the best ways to help our children overcome these social barriers so that in adulthood, they can live life to the full. It is for this reason that we have developed a curriculum that allows our children to develop key skills progressively so that they have automaticity, whilst also allowing them to commit knowledge and understanding to their long-term memory. Learning is presented in topics that are relevant and inspiring, thus allowing for repetition of key concepts and supporting the children in making connections. However, the use of KLIPS allows us to ensure breadth, depth and progression across individual curriculum subjects. The subject-specific skills and content taught is set out in subject policies. The following explains the design and implementation of our curriculum as a whole.

Intent Of Our Art Curriculum

The most important function of our Art curriculum is to develop within our children a sense of awe and wonder for God's creation. We want our children to be able to communicate and express their ideas, thoughts and observations in a practical and creative way, highlighting the majesty of God's world that He created for us. Art also allows the children to explore their God-given talents whilst being nurtured and supported in the classroom environment.

Our curriculum is also designed, in line with NC14, to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Intent Of Our Computing Curriculum

The most important function of our Computing curriculum is to develop within our children a sense of awe and wonder for God's creation and mankind's creative, technological contributions to the real world. We want our children develop and embody secure computer literacy skills that will support them beyond school in the modern digital work place, thus supporting them in gaining dignity in work. We also want our children to know how to keep themselves safe online and be good digital citizens, as this supports their understanding of dignity, rights and responsibilities and community.

Our curriculum is also designed, in line with NC14, to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Intent of Our Design and Technology Curriculum

The most important function of our DT curriculum is to develop within our children a sense of awe and wonder for God's creation. We want our children to know about and understand the phenomena of our world and to be able to question, investigate and solve, so that they may form the next generation of stewards of creation and to support important skill development that will help our children know the dignity of work in adulthood.

Our curriculum is also designed, in line with NC14, to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Intent Of Our English Curriculum

- The most important function of our English curriculum is to develop the children's spirituality and to nurture their faith development. We want our children to develop the essential reading, writing, speaking and listening skills they require to experience the dignity of work when they reach adulthood.
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- Our curriculum is also designed, in line with NC14, to ensure that all pupils:
 - - read easily, fluently and with good understanding
 - - develop the habit of reading widely and often, for both pleasure and information
 - - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic - conventions for reading, writing and spoken language
 - - appreciate our rich and varied literary heritage
 - - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
 - - use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
 - - are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
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Intent Of Our Early Years Curriculum

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

(DfE, 2014)

At St Anne's RC Primary School we strive to meet every child's entitlement to develop a love of learning that will enable them to have the best possible start to their education and achieve their full potential.

The Statutory framework for the Early Years Foundation Stage states four guiding principles which should shape practice in the early years. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self assured;
- children can be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and /or carers; and children develop and learn in different ways and at different rates. The framework
- covers the education and care of all children in early years provision, including children with special educational needs and disabilities; (Statutory framework, March 2014)

The ways in which the child engages with other people and their environment underpin learning and development across all areas. Adults and the considered use of the environment support the child to remain an effective and motivated learner.

At St Anne's RC Nursery and Primary School, we aim to provide every child with the skills to become a happy, independent and curious life-long learner. Our priority is that our provision provides a high level of engagement and active learning through a range of skill based activities, real life contexts, child interests and the whole environment, including the local community. As a catholic school our Catholic values are embedded throughout our curriculum and in everything we do. Our team consists of experienced practitioners who are skilled in early years

teaching. They understand the needs of the young child and how best to create an environment to enable a love of learning. Everyone works towards the same goal: to ensure every child achieves to their highest ability and God-given potential through learning through play and enjoyment.

Intent Of Our Geography Curriculum

The most important function of our Geography curriculum is to develop within our children a sense of awe and wonder for God's creation. We want our children to know about and understand the phenomena of our world and to be able to question, investigate and solve, so that they may form the next generation of stewards of creation. For example, our children will study the Amazon Rainforest which will allow them to explore the rights and responsibilities of people in their community by understanding why we have Fairtrade products and how this knowledge can help the poorer people in our world. Our children will understand the human and physical features of our world and will begin to understand ways in which we can protect the world we live in.

Our curriculum is also designed, in line with NC14, to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - o collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - o interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - o communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Intent Of Our History Curriculum

The most important function of our History curriculum is to develop within our children an understanding of the role previous generations have played in forming the world around them. We want our children to know how to ask questions and analyse our past in order to shape the future as citizens of a global community.

Our curriculum is also designed, in line with NC14, to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Intent Of Our Mathematics Curriculum

The intent of our Mathematics curriculum is to design a curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement. We deliver lessons that are creative and engaging. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to Science and other subjects. We want children to realise that mathematics has been developed over centuries, providing the solution to some of history's most intriguing problems. We want them to know that it is essential to everyday life, critical to Science, technology and engineering, and necessary for financial literacy and most forms of employment. As our pupils progress, we intend for our pupils to be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Our curriculum is also designed, in line with NC14, to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Intent Of Our MFL Curriculum

The most important function of our MFL curriculum is to develop within our children the ability to read, write and speak in a Modern Foreign language. Learning a language other than one's first language has a number of benefits, including:

- creating positive attitudes towards difference.
- developing an improved understanding of one's own culture.
- increased creativity.
- improved communication skills.
- the development of skills such as problem solving and dealing with abstract concepts, =.
- enhancing one's opportunities for employment.
- improving listening skills and memory.
- improving the knowledge of one's own language.
- Foreign languages open the door to art, music, dance, fashion, cuisine, film, philosophy, science...

Our curriculum is also designed, in line with NC14, to ensure that all pupils can:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Intent Of Our Music Curriculum

The most important function of our Music curriculum is for our children to be given the tools to express themselves creatively through different instruments and musical genres. Our children will be given opportunities to build their confidence through performance and teamwork in Music lessons – these skills are so important in later life. Through the Music curriculum, we produce young children who are not afraid to express their creativity and will go on to flourish, using the skills with which St Anne's has provided them. As pupils progress, they will develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. We want our children to know about and understand the feelings that music creates and link this to their worship of God – music in this sense can be a strength or comfort to them. It is also important, as part of our mission statement, that children have opportunities to discover and hone their 'God-given talents'. The integration of Music into our curriculum facilitates this.

Our curriculum is also designed, in line with NC14, to ensure that all pupils:

-perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

-learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

-understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Intent Of Our P.E. Curriculum

P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. Our high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. At St Anne's, we provide opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Good physical health is also a manifestation of self-dignity and respect for the body as a creation of God. Additionally, the latest Public Health England figures show 27.6% of adults in Blackburn with Darwen are classed as obese, with 1.5% classed as severely obese. This is a further reasons why we aim to provide a high-quality, inspirational PE curriculum that will encourage our children to play sports and exercise in adulthood, thus working to break this trend for our children. We also recognise that many of our children do not live in homes that has access to a garden and there is very little green space close to where they live. We are therefore passionate about safeguarding their access to two hours of PE a week, providing a range of after-school sports clubs and making extra provision for those pupils that we feel would benefit. School also secured part-funding for an all-weather pitch, meaning that we can get the children outside and playing as often as possible.

Our curriculum is also designed, in line with NC14, to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Intent Of Our PSHE Curriculum

The most important function of our PSHE curriculum is to develop within our children a sense of dignity and wellbeing through understanding our God given rights and responsibilities, along with showing exemplary stewardship towards one another without prejudice or discrimination. PHSE also plays a vital role in our Safeguarding procedures, teaching our children how to keep themselves well and safe in a range of situations. Along with our wider curriculum, we want our PHSE sessions to contribute to improved figures public health figures in Blackburn with Darwen. According to the School Health Profile 2018/19, created by Lancashire Care NHS Trust, Blackburn with Darwen has higher than national incidences of alcohol related harm, self-harm, smoking-related deaths, adult excess weight and serious injury and death on the roads. Life expectancy in Blackburn with Darwen is lower than the England average. We have therefore target our PHSE to educate our children on some of these issues, as well as other important areas such as Online Safety and good money management.

Our curriculum is designed, in line with the government funded PSHE Association, to ensure that all children are taught to develop skills and attributes such as:

- resilience,
- self-esteem,
- risk-management,
- team working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

Intent Of Our Science Curriculum

- The most important function of our Science curriculum is to develop within our children a sense of awe and wonder for God's creation. We want our children to know about and understand the phenomena of our world and to be able to question, investigate and solve, so that they may form the next generation of stewards of creation.
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- Our curriculum is also designed, in line with NC14, to ensure that all pupils:
 - - develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
 - - develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
 - - are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.