

St. Mary's Catholic Primary School, Claughton

Curriculum Intent, Implementation and Impact

St. Mary's Catholic Primary School

LIVING FEELING DREAMING

Living our life as Jesus taught us, Feeling the Gospel Values, Dreaming of bright futures for all



HRSE

At St. Mary's Catholic Primary School the curriculum encompasses our Mission Statement:



St. Mary's Catholic Primary School

'a small school with a big heart'

Mission Statement

Our mission is to:

- Guide all on their journey of faith
- Nurture a love of learning
- Encourage happiness, confidence and personal fulfilment
- Support all in achieving their full potential

Intent

God speaks to us through Jesus. He wants us to have life in all its fullness. We encourage our children and community to grow in love and understanding of God, God's people and God's world and motivate them to help those in need and care for each other, as Jesus Christ taught us to. We foster a dynamic interaction between home, parish and school to provide a happy, caring community in which everyone is valued and included. We support parents as educators of faith.

Our Catholic school ethos is an outward representation of our vision where the Gospel is alive and underpins all aspects of daily school life. We want all of our children to know that they are loved by God and to love God, themselves and each other. Each individual child is resilient, caring and considerate and is fully equipped with the life skills and love of learning to prepare them well for life within and beyond our school.

We see the beauty in everything as we grow together and appreciate our wonderful gifts and talents. We nurture children's gifts and work hard to know and understand each individual child's interests and needs. We search for excellence because our children deserve the very best all round education to develop emotionally, socially, spiritually and academically. We always try our best.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Rationale

As a primary school in the Diocese of Lancaster Education Service, we use the term Human Relationships and Sex Education (HRSE) as it believes that relationships education is about all aspects of growing a fulfilled and happy life, sexual education is a dimension of this greater whole.

The defining belief of Christianity is that we are all made in the image and likeness of God. This endows the human form with an extraordinary dignity that goes beyond that of all other forms of life and shows that humanity alone can embrace this relationship with God. Therefore, our relationship with our own bodies is not casual but infused with the Holy Spirit. Any teaching about love and sexual relationships in school is rooted in this belief which is expressed in the Church's teaching about relationships, marriage, sex and family life.

The Church offers education to young people as it is part of complete human formation. Education about human love is no less a part of a Catholic schools responsibility than teaching about mathematics or English. At St.Mary's, we teach young people about how to form relationships, including understanding loving relationships and acknowledging that children's first experience of love is in the home. We encourage children from the earliest age to recognise that they are all children of God and that each person shares a God given dignity. As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to "Love your neighbour as yourself" (Mark 12:31). This is the basis for all relationships in our school. Teaching about relationships in our schools is supported by Christian virtue teaching as outlined in the Catechism of the Catholic Church and in line with 'Fit for Mission? Schools'.

The Department for Education in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) states that,

“to embrace the challenges of creating a happy and successful adult life, children need knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy. Children can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.” P.8

As a primary school in the Diocese of Lancaster Education Service, we use the term Relationship, Sex and Health Education as it believes that relationships education is about all aspects of growing a fulfilled and happy life, sexual education is a dimension of this greater whole. For example, The defining belief of Christianity is that God took on human form. This endows the human form with an extraordinary dignity that goes beyond that of all other forms of life and shows that humanity alone can embrace this relationship with God.

Education about human love is no less a part of a Catholic schools responsibility than teaching about mathematics or English. At St.Mary's we teach young people about how to form relationships, including understanding loving relationships and acknowledging that children's first experience of love is in the home. We encourage children from the earliest age to recognise that they are all children of God and that each person shares a God given dignity. As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to “Love your neighbour as yourself” (Mark 12:31). This is the basis for all relationships in our school.

Teaching about relationships in our schools is supported by Christian virtue teaching as outlined in the Catechism of the Catholic Church and in line with 'Fit for Mission? Schools'.

The Department for Education (2021) suggests that sex and relationship education should build on the children's own experiences, be sensitive to the specific domestic contexts the children come from, form attitudes and values towards relationships, develop personal and social skills and increase the knowledge and understanding of each young person as they grow about their relationships and well-being, including sexual health. The Diocese of Lancaster supports all these aims in educating about relationships and sex education though recognises that the Church's objectives in this are about complete human formation. We are not required to teach sex education in Primary School and we do not teach this in our curriculum.

Continuity and progression

We believe that all our children should enjoy the maximum benefit from continuity of learning and planned progression both within the school and on transfer to another school.

Relevance and adaptability

In all of our subjects, we have reflected upon what it means for us to have high expectations and ambition for all. One size does not fit all and we are responsive to all learners in school.

Quality first teaching means that children's needs will be met through inclusive and effective teaching. By creating an emotionally supportive environment, breaking down complex content, sequencing learning within lessons, reducing distraction, rephrasing questions, intervening at the right time, providing the right support, providing the right resources and using effective teaching and learning strategies.

We believe the curriculum should be adapted to meet the needs, aspirations and interests of children and prepare them for the demands of a changing society and contribute to its development for the common good. The curriculum should also relate to their level of maturity and provide for enjoyment and fulfilment.

Implementation

"We must wonder! We must create an environment of wonder! We must create a climate of wonder! This task is closest to the family...Wonder is needed so that beauty might enter into human life, into society and the nation...We need to marvel at everything that is found in man." Pope St. John Paul II

Across our whole school, we use Ten: Ten Life to the Full resources to support our HRSE lessons.

Our 'Living, feeling, dreaming' curriculum informs children and invites them to consider ethical and moral issues with most children developing well in their attitudes. Our 'Ethical & World Thinking' strand of each topic allows the children to delve into a different issue each half term that they can debate, discuss and put big dreams into action. Examples include plastic pollution in our oceans, challenging stereotypes in careers and equality in our world. **The Ten Ten resources for Primary schools are based on Relationships and Health Education.**

The programme of study will be taught through cross curricular dimensions where appropriate, such as R.E, science and computing. Sometimes, the children's learning will be best supported by using other agencies, such as the school nurse, or other visitors to school. Such visitors will be guided to read the protocol for visitors at St. Mary's and agree to follow its instruction. Sensitive subjects in HRSE always need to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. This should always be done within the safeguarding framework of the school. All staff teaching HRSE have up to date safeguarding professional development. Questions asked by students that are a cause for concern for the teacher will be addressed in accordance with the school's safeguarding policy and confidentiality procedures.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults

Planning the curriculum

We use Ten:Ten Life to the Full resources and teach units of work in a sequential and progressive way.

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Our 'Ethical & World Thinking' strand of each topic allows the children to delve into a different issue each half term that they can debate, discuss and put big dreams into action. Examples include plastic pollution in our oceans, challenging stereotypes in careers and equality in our world.

Recognising themselves as valued citizens and voices of their generation, they come up with ways to make small changes such as writing to our MP and local businesses, litter-picking, planting trees and campaigning for change in school and in our community. They learn about the importance of truth, justice and fairness and their understanding is demonstrated in the ways in which they are prepared to stand up and speak out when they believe that something is wrong.

High quality, evidence-based and age-appropriate teaching of HRSE can help prepare children for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of children, at school and in society.

Progression - The teaching and learning of knowledge and skills

There is an agreed plan for the continual progression of the teaching and learning of knowledge and skills to be developed in the children.

Adaptive Teaching

All children learn in different ways and at different speeds. Adaptive teaching begins by having the same learning intentions for all children without lowering expectations. In order for all children to achieve these learning intentions it will be necessary to adapt teaching.

In lessons, adaptations may include:

- assessment of prior learning and adapting lessons to meet the needs of all children
- MAKE 'IN THE MOMENT' ADAPTATIONS e.g. reteach the content to a flexible group, clarifying vocabulary or addressing misconceptions

- involve the children in their learning
- listen to children's views and suggestions for lessons
- Ensure the child is positioned in a well-lit space before beginning an activity.
- precise and explicit modelling of tasks
- extra repetition when learning a new skill
- pre-teaching or earlier encounters with concepts
- simplifying language
- discussions with children, alongside their work (teacher knowledge)
- regular opportunities to revisit previously taught content

Consolidation

The knowledge the children have gained in a unit of work is constantly revisited to reinforce learning such as at the beginning of a new unit of work. This is to ensure that the knowledge is embedded and retained to inform and link with new units of learning. The teaching of skills are consolidated with each new unit of learning.

Enrichment

Opportunities for a wider understanding of the curriculum are incorporated into the planning of a unit of learning. This may include extension opportunities, such as research, and other activities such as visits to local places of interest.

By the time children leave our school, they will have access to a well-rounded curriculum with excellent curriculum experiences to:

- Raise money for charity
- Take part in a young enterprise initiative
- Take part in national theme weeks
- Visit an art gallery
- Dress up
- Watch a pantomime
- Experience a residential outdoor education visit
- Learn to play a musical instrument
- Learn to speak Spanish with National Curriculum requirements
- Visit a museum
- Visit a farm
- Write a story and send it to an author
- Write a poem and send it to a poet
- Participate in sporting competitions and enrichment opportunities
- Learn to swim
- Perform in a school drama production
- Visit a contrasting place of worship
- Link with other schools and attend community events
- Experience reflective theme days and awareness days
- Enjoy free forest schools activities
- Be a buddy to younger children in school
- Engage in a STEM project
- Enjoy gardening
- Bake for a purpose
- Organise and lead children leading children initiatives such as lunchtime clubs
- Take part in a music competition with other schools
- Learn how to be kind
- Be ready for our world

Continuity

Teaching and learning links with many other areas of the curriculum to support the whole development of the children as stated in our mission for the school.

Assessment

The Subject Leader will discuss the provision of the teaching in the school with the teachers (staff meetings) and quality assure provision through other monitoring strategies such as book looks, talking to children, moderation of work and cluster meetings. The Subject Leader will ensure that an Improvement Plan is developed which evaluates current provision and prioritises actions for future.

Impact

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable children to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them. Relationships Education also creates an opportunity to enable children to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), we teach children the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Children should know how to report concerns and seek advice when they suspect or know that something is wrong.

We are able to monitor and evaluate the impact of teaching through our embedded self-evaluation procedures. This will enable us to know if the curriculum is successful or not. These procedures include curriculum review in staff meetings, book looks, ongoing assessment, reinforcement of knowledge before a new unit of learning, talking to children and professional development opportunities. These procedures enable us to review provision in order to ensure that the curriculum meets the needs of the children as stated in our intent.

The information gleaned from these strategies will provide the future action for the annual Improvement Plan in order to improve teaching and learning further.