ST MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL

Curriculum Statement

A guide to how we learn.

Our Vision and Values:

Our Aims:

- To ensure our school values encompass the Catholic identity and ethos of the school and supports the faith journey of all pupils
- To maximise potential progress and achievement for all pupils through high quality of education.
- To deliver a creative curriculum which is engaging and enjoyable.
- To provide a safe learning environment which is conducive to effective and creative learning.
- To promote and celebrate the diversity of our school community.
- To ensure our pupils understand how to be responsible and respectful members of society.
- To promote pupils' and staff's emotional and mental health wellbeing to enable them to be resilient when they encounter problems and challenges.

By pursuing these aims we offer a Catholic education in which Christian principles and traditions underpin the entire curriculum, thus fostering self-esteem, confidence and a sense of service to the community and to the wider world.

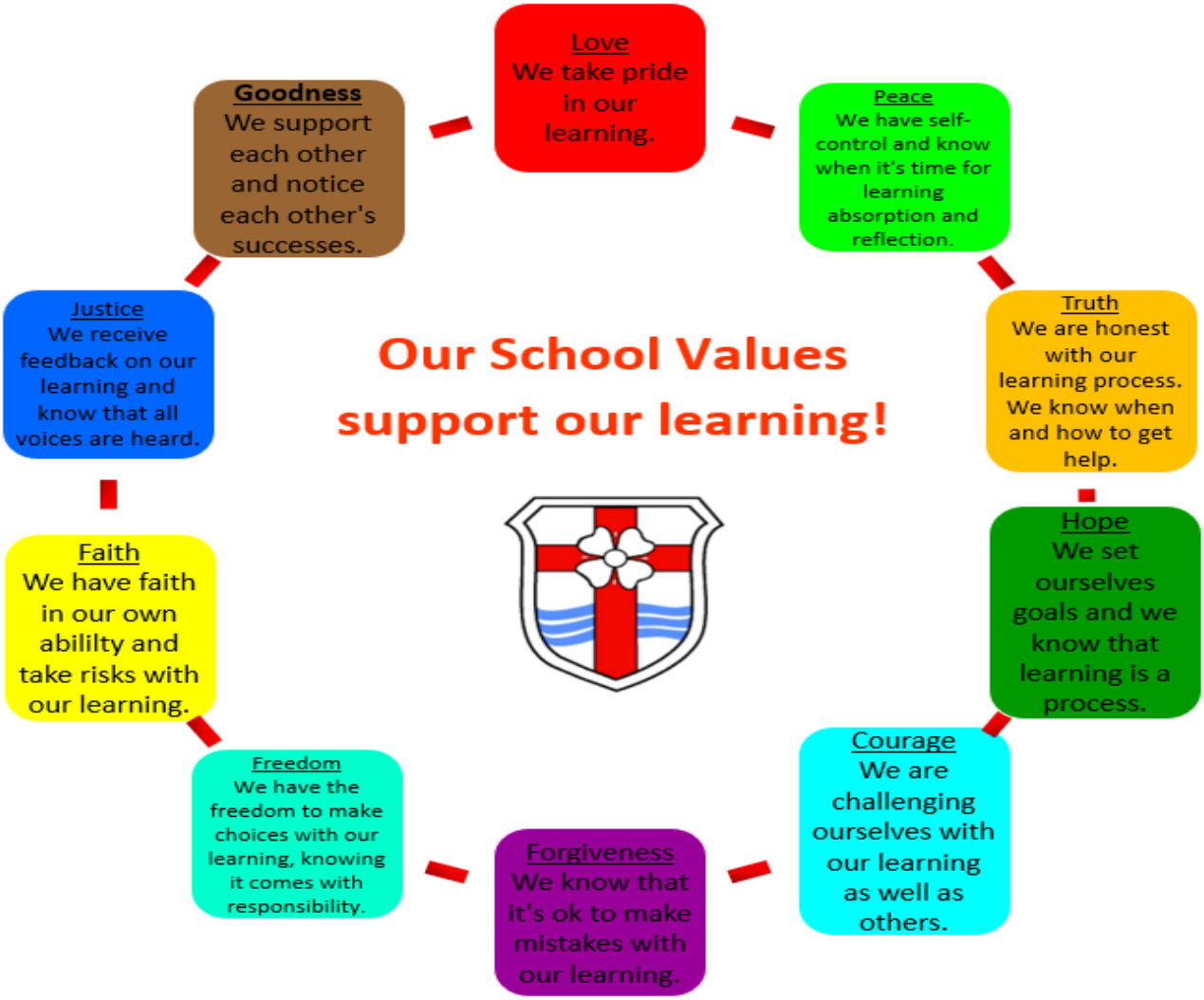
Our Curriculum Vision

We pride ourselves on knowing our children, knowing them as unique individuals and how they best develop as learners. We understand the community they live in and the challenges they face as they grow in an ever-changing world. This understanding is our starting point.

Our curriculum, underpinned by our Catholic ethos and school values, is reviewed annually. Our aspiration is to ensure that our children are exposed to high quality learning in all subject areas; gaining, not only key skills and knowledge, but also enjoying rich, varied and challenging opportunities and experiences in which to apply and deepen their learning.

Our curriculum is carefully planned and sequenced to ensure core skills are taught effectively. Teaching staff are empowered to consider how best to secure key knowledge, content and skills and to plan learning sequences in a responsive and engaging way. This enables our pupils to secure high quality learning outcomes and make excellent progress.

We provide a vibrant curriculum that is broad, balanced and appropriate for all our pupils.



RE Intent at St. Margaret Clitherow School

Religious Education respects and promotes each child's innate capacity for wonder, awe, reverence, and spirituality. Our RE curriculum teaches children about God's love developing religious literacy as they learn about their Christian responsibilities, and are provided with experiences of church, Catholic traditions, as well as being taught to be respectful and understanding of people and traditions from other faith backgrounds. Through Religious Education our children learn about their unique place within the home, school, and parish community.

EYFS Intent at St. Margaret Clitherow School

Our Early Years Curriculum aims to lay a secure foundation for future learning and expect our children to leave us as happy, confident, and skilful communicators who are curious about the world around them. Pupil's individuality and unique starting points are recognised with first hand learning opportunities, skilful adult interactions, and environmental prompts provided that follow their own interests and natural inquisitiveness allowing them to develop interpersonal skills and become creative thinkers who reach their full potential.

English Intent at St. Margaret Clitherow School

Language, both written and spoken, is the key to all learning. In our school we want children to be able to speak in a range of contexts, developing their confidence and ability to communicate with everyone in our community.
We want every child to love reading as a gateway to new worlds and new understanding, which is opened by their fluency and comprehension of what they read.
Our children will develop and hone their writing skills throughout their time with us, learning to express their own voice through the written word. They will be able to consider the wants and needs of their audience and use their writing to communicate effectively with others.

Maths Intent at St. Margaret Clitherow School

We aim to provide a high-quality mathematics education, providing an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity in mathematical learning.

Science Intent at St. Margaret Clitherow School

We aim for all pupils to confidently explore a variety of scientific scenarios, analyse, question and draw conclusions using scientific language and tools.

Computing Intent at St. Margaret Clitherow School

We aim for pupils to become confident, independent learners who are digitally literate, thus enabling them to be successful and safe in an ever-changing world of technology.

History Intent at St. Margaret Clitherow School

We aim for all pupils to develop an interest and awareness of the past and to help children understand the impact individuals, groups and countries have had on society over time. We aim to build a sense of identity through learning about the development of Britain, Europe and the World and the relevance historical events have on our lives today.

Geography Intent at St. Margaret Clitherow School

At St. Margaret Clitherow School we aim for all pupils to develop a curiosity through the study of places, people, and the interactions between them, preparing them for life in a diverse community and encouraging respect for the environment.

Art & Design Intent at St. Margaret Clitherow School
Art provides pupils with expressive and creative opportunities to respond to the world around them. We aim to encourage children to find a sense of enjoyment in visual communications, using a range of media to explore ideas. Art is also a way of seeing into new worlds, learning from and about others, through evaluating the work of a range of artists from their own and other cultures.

Design and Technology Intent at St. Margaret Clitherow School
Design Technology provides a chance for children to build up their capability, combining designing and making skills with a knowledge and understanding to create and evaluate quality products.

PE Intent at St. Margaret Clitherow School
We aim to inspire healthy young people who can follow the rules of a game, develop good sportsmanship and set themselves personal challenges.

Music Intent at St. Margaret Clitherow School
Our aim is to inspire children, while developing their understanding of music and their ability and confidence as performers, through the three strands of the Music Curriculum: performing, composing, and appraising.

MFL Intent at St. Margaret Clitherow School
The skills, knowledge and understanding gained through learning a language contribute to the development of children's oracy and literacy and to their understanding of their own culture and those of others.

PSHE and RSE Intent at St. Margaret Clitherow School
We aim for our PSHE curriculum to be accessible to all pupils to enable them to become independent, responsible and healthy members of society. It seeks to help them to understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up in a diverse society.
Our RSE programme plays an integral part of PSHE teaching across the school. Children explore a variety of age-appropriate themes, which support their emotional and physical development.

The Early Years Foundation Stage (EYFS)

Children in our Early Years phase follow the Early Years Foundation Stage Curriculum published by the DfE. This framework specifies the requirement for learning and development within the EYFS and provides 7 areas of learning that we assess children on throughout their time in EYFS.

Prime areas:
- Personal, Social and Emotional Development
- Physical Development
- Communication and Language Development

Specific areas:
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our learning takes place through different activities including adult led focused activities, child-initiated play, and independent focused activities. These are informed by children's interests that they have demonstrated and through our observations that are carried out daily by all staff members. This will feed into our planning when we witness

misconceptions and areas that require further support and teaching. We also provide 'hooks' or 'scenarios' to support their ideas and to really engage the children in their new learning experiences. We use both our indoor and outdoor provisions to support our children's learning and they have free flow access to both areas during child-initiated learning time. Every part of our learning environment has been carefully planned to meet and challenge the development needs of our children.

The children's learning is recorded through an online learning record and within an individual Learning Journey which records a child's achievements throughout EYFS.

The Characteristics of Effective Learning underpin our curriculum and the children's learning.

- Playing and exploring
- Active Learning
- Creating and thinking critically

Through an enabling and well-planned environment, we ensure the children have access to meaningful opportunities for playing and learning, active learning and creating and thinking critically. As children use, develop, and reinforce these characteristics, they become effective and motivated learners who demonstrate high levels of well-being and involvement.

Key Stage 1 and Key Stage 2

The curriculum is carefully planned by the teachers based upon the age related expectations laid down in the National Curriculum (2014) and the Curriculum Directory for Catholic Schools (2012). **Religious Education** is taught as a separate subject but is also fed into other areas, taking up at least 10% of curriculum time, as required by the Bishops' Conference of England and Wales. RE is taught as a Core Subject.

The **National Curriculum for** KS1 and KS2 is comprised of the following **Core Subjects**:

- English
- Mathematics
- Science
- Computing

The following **Foundation Subjects** are also included:

- History
- Geography
- Art
- Design Technology
- Music
- Physical Education
- Modern Foreign Languages (KS2 only)

In addition, although not statutory, the National Curriculum states that 'all schools should make provision for **Personal, Social Health and Economic (PSHE) Education.** PSHE remains an essential aspect of our curriculum planning at St Margaret Clitherow School.

Curriculum Implementation at St. Margaret Clitherow

Religious Education

Our Religious Education curriculum is supported by The Westminster Way, the Diocese of Westminster's programme for Religious Education, which is rooted in the Religious Education Directory. It provides a rich and engaging journey through the Catholic faith, Scripture, prayer and the life of the Church, while supporting children to develop their knowledge, understanding and ability to reflect. Through its emphasis on Hear, Believe, Celebrate and Live, alongside Dialogue and Encounter, pupils are encouraged to grow in faith, develop their own sense of identity and engage respectfully with the beliefs and experiences of others. In accordance with Diocese of Westminster requirements, a minimum of 10% of taught curriculum time is allocated to classroom Religious Education, reflecting its status as a core subject and its central place within the life and curriculum of our Catholic school.

Children develop a deep understanding of the Catholic faith while also learning about other religious traditions and worldviews. Through the Dialogue and Encounter branch of the Religious Education Directory, children gain accurate knowledge of other faiths, particularly Judaism and other world religions, developing respect, understanding and openness towards those whose beliefs and traditions may differ from their own. This enables children to engage positively with the diversity of the world around them while strengthening their own Catholic identity.

English

English is an integral and fundamental component of the whole Primary Curriculum. A good literacy education is pivotal for all learning in every curriculum area. Developing good communication skills are at the core of our English curriculum and ensure that children are able to function effectively in everyday life.

The National Curriculum for English divides the subject up into the following areas:

- Spoken language: speaking, listening & responding;
- Reading: word reading;
- Reading: comprehension;
- Writing: transcription: spelling and handwriting;
- Writing: composition; and
- Writing: vocabulary, grammar & punctuation.

English is taught daily and is woven into many other curriculum areas. Our English curriculum is taught using a high-quality core text and other supporting texts.

<u>How do we teach reading at school?</u>

Developing a love of reading is key to achieving excellence. For this reason we treat reading as a treasure to be enjoyed and cherished, and encourage our children to do the same.

We use Little Wandle Letters and Sounds Revised as our scheme for teaching phonics and early reading. In the Early Years, children begin to read by developing their ability to differentiate between the range of sounds they hear around them, before being introduced to letter/sound correspondences in Reception through a daily phonics session. We use strategies including pictures and phrases to help children remember these letter/sound correspondences. Daily phonics sessions continue throughout Reception and Year One. In Year Two, children learn to apply more complex

spelling rules. Alongside their phonics sessions, children also participate in reading practice sessions three times a week, where they read a book matched to their ability. This is a crucial part of developing their love of reading. Each session has a different focus. The first session works on decoding the text, the second on prosody (reading with expression) and the third on comprehension, or understanding.

As children move into key stage two, these reading skills are further developed through their English lessons, as well as additional reading practice sessions. Children are exposed to high quality texts and encouraged to think about the audience, purpose and effect on the reader, before learning more about the features of the different text types. The children notice interesting vocabulary, recall information, make inferences about characters and events, make predictions and sequence events. In key stage two, children also learn how to explain authorial choices, as well as summarise information found in texts. Children are given opportunities to enjoy reading aloud to others in an expressive way which show understanding, as well as having the opportunity to listen to their teacher reading to them each day.

How do we teach writing?

All writing begins with reading. At. St. Margaret Clitherow School we follow a Mastery approach to English through the programme 'Pathways to Write.' Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

From Early Years onwards, we provide our children with opportunities to develop their spoken and written language and to record their ideas through speech, role play, drawing, writing and photographs. As the children become more confident and skilled, we aim to develop an evaluative approach to writing, encouraging our children to plan, draft, and edit their work. This opportunity for self- reflection and feedback, whether in spoken or written form, is key to the development of confident and creative writers.

Children begin to learn to spell during their phonics lessons in Reception and Year One, as they apply their knowledge of phoneme/grapheme correspondences. In Year Two, children begin to learn the spelling rules foreach year group as outlined in the National Curriculum.

How do we teach handwriting?

At our school, we follow the Herts for Learning Handwriting Scheme, providing a consistent and progressive approach to developing confident, fluent and legible handwriting.
Children have daily handwriting sessions in every class, where they develop correct letter formation, pencil control, spacing and presentation. Children are taught to sit correctly, hold their pencil comfortably and develop good handwriting habits. Our handwriting style uses no lead-ins, supporting children to form letters clearly and accurately from the outset.
As children progress through the school, they develop greater fluency and move towards a cursive, joined style when ready. Additional handwriting intervention groups are provided where needed to support individual children in developing their confidence and skills.
We encourage all children to take pride in their handwriting and to apply their skills consistently across all areas of the curriculum.

How do we teach spelling?

From an early stage, pupils are encouraged to use their phonic skills in attempting spellings. Certain irregular words need to be learnt. Teachers correct the spellings that pupils should know in their work and target key words for pupils to learn. Children begin to learn to spell during their phonics lessons in Reception and Year One, as they apply their knowledge of phoneme/grapheme correspondences. In Year Two, children begin to learn the spelling rules for each year group as outlined in the National Curriculum.
National Curriculum wordlist for Years 3 and 4 and Years 5 and 6 set the standard for spelling. These are available in **Appendix 2**.

Mathematics

We follow the Essential maths sequences designed by Herts for learning at St. Margaret Clitherow School. The teaching sequences support the delivery of a spiral curriculum, in which learning is built upon step by step, sequence by sequence and year on year. The materials are aspirational and ensure progression and coverage throughout the primary phase in Years 1-6. We supplement the Essential Maths sequences with additional materials as and when needed, including White Rose Maths, NRICH, and NCETM.

The learning sequences are designed to cover National Curriculum statements and key concepts, through small learning steps with a mastery approach. They aim to develop conceptual understanding and procedural fluency in parallel, including speaking frames, practice examples, games and problem-solving opportunities for the children to build upon their prior learning.

Teachers deliver careful modelling using a concrete, pictorial, abstract approach when teaching new concepts; the children are provided with multiple representations of new concepts to ensure they have a deep and secure understanding of the new learning. Pupils actively participate through purposeful questioning, whole class discussions, talk partners, and by using their own resources to demonstrate their thinking. Regular recording opportunities encourage pupils to represent and internalise their learning, and the children are encouraged to use models, drawings, symbols and concrete resources.

All learners are given access to the same challenges so that the whole class moves through topics at broadly the same pace. Each topic is studied in depth and teachers do not move to the next stage until all children demonstrate that they have a secure understanding of the mathematical concepts being taught. Those pupils who grasp concepts quickly are challenged with rich and sophisticated problems within the topic. Those children who are not sufficiently fluent are provided with additional support to consolidate their understanding before moving on.

Developing reasoning skills, particularly through the use of talk frames and vocabulary prompts is a key aspect of the children's learning. These enable the children to articulate their thinking using accurate technical vocabulary, and support core skills such as conjecturing and generalising to investigate and problem solve.

'Destination Questions' are used throughout each learning sequence. These ensure that pupils have exposure to a variety of different question types and potential misconceptions at each stage of their learning. They allow teachers to check that pupils are secure in their understanding, before moving on to the next step and help to map each pupil's learning journey against age-related expectations. As well as their daily maths lesson, the children take part in a daily, 10-minute 'fluency' session. The aim of these quick sessions is to revisit and secure previous learning, close gaps and build confidence. Children have the opportunity to remember and embed mathematical learning and secure fluency.

Times Table Rockstars is introduced in Year 3 and used daily throughout KS2. Times Table Rockstars is a carefully sequenced programme of daily times tables practice to ensure children become fluent in their times table facts.

All teachers have a strong knowledge of the maths curriculum and undertake regular training to update their knowledge and understanding of the curriculum.

Effective formative assessment allows teachers to embed and consolidate learning and to identify gaps and misconceptions. Clear feedback is provided through the marking policy and children are given regular opportunities to respond to marking. Opportunities to mark learning during lessons are encouraged so that misconceptions can be addressed as they arise. Summative maths assessments take place termly at school, ensuring accurate and robust assessment.

Science

At St Margaret Clitherow, we aim to inspire all children to become curious, independent and confident scientists who question, investigate and seek to understand the world around them. Our curriculum develops strong scientific knowledge alongside practical skills, scientific vocabulary and a love of discovery.

Scientific learning begins in the Early Years through Understanding the World. Through play, observation and hands-on experiences, children explore the natural world, including plants, animals, materials and seasonal change. They are encouraged to ask questions, make predictions and talk about what they notice, developing the curiosity and early enquiry skills needed for Key Stage One.

From Year 1 onwards, children build their knowledge across all strands of science, with learning carefully sequenced and revisited as they progress through the school. Scientific vocabulary is explicitly taught and children are encouraged to use it accurately when discussing and explaining their ideas.

Working scientifically is central to our curriculum. Children learn to ask questions, make predictions, observe, measure, investigate, interpret results and draw conclusions. As they progress, they move from modelled and guided investigations towards greater independence in carrying out and evaluating their own enquiries.

Our Wiggly Path is an invaluable outdoor resource, providing opportunities to investigate habitats, plants, wildlife and seasonal change first-hand. Regular use helps children apply their scientific skills while developing curiosity, respect for nature and a love of outdoor learning.

Computing

The curriculum is split into the strands of:

Computer Science
Children explore the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. They also learn to analyse problems in computational terms, and gain practical experience of writing computer programs, coding, in order to solve such problems.

Information Technology
Children learn to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

Online safety
Children actively learn about being safe, responsible, competent, confident and creative users of technology and when being online. This allows provides a richer learning approach that encompasses traditional e-safety.

Our children gain skills and confidence with a range of devices, programmes and apps. Typically, learning is in the context of other subject areas to provide rich and varied 'real life applications'. This may involve individual, small group or whole class learning and maybe applied to supporting aspects of learning within a subject or as part of a larger scale project.

History

Through the development of historical skills, pupils in Key Stage 1 learn about:

- Changes within living memory
- Significant events beyond living memory
- The lives of significant people in the past
- Great Inventions
- Significant historical events and people in our own locality

Through the development of historical skills and enquiry, pupils in Key Stage 2 will develop their chronological understanding of events in British, local and world history whilst learning about:

- The Stone Age to Iron Age
- Roman Britain
- The lives of significant people in the past
- Britain's settlement by the Anglo-Saxons and Scots and The Viking and Anglo-Saxon struggle for England
- A local history study
- A theme of British history beyond 1066
- The achievements of an early civilization
- Life in Ancient Greece, achievements, and influences
- A non-European Society as a contrast to British history

EYFS cover History through their varied curriculum and topics. Following the interests of the child and continual assessment, we adjust our provision accordingly to ensure that they meet their end of year outcomes.

Geography

We aim to inspire all children to become curious and confident geographers who are excited to explore and understand the world around them.

Geographical learning begins in the Early Years through Understanding the World. Through play, stories, discussion and first-hand experiences, children explore our school grounds and local environment, observe weather and seasonal changes, and begin to recognise human and physical features. They use simple maps and aerial photographs and explore different places and cultures, building the knowledge and vocabulary needed for Key Stage One.

As children progress through the school, they develop locational and place knowledge, human and physical geography, and geographical skills and fieldwork. Learning is carefully sequenced so that important knowledge, skills and concepts are revisited with increasing depth and complexity.
Enquiry and fieldwork is a key part of the curriculum. Children ask questions, investigate places and environments, use maps, atlases and digital mapping, and collect and interpret geographical information. Our school grounds and local area provide valuable opportunities to apply this learning in real-life contexts.

Through Geography, children also explore the relationship between people and the environment, consider how our world is changing and develop an understanding of their role in caring for our planet.

Art

The children enjoy an art lesson once a week during three half-terms a year, on rotation with their design and technology learning. This ensures our children have the time and space to study each topic in depth over a half-term.

The art scheme is designed with five strands that run throughout:

- Generating Ideas
- Using sketchbooks
- Making skills (including formal elements)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout the units. Key skills are visited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

Drawing

Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express ideas as drawings. Using sketchbooks to record observations about the world as drawings. Learning how drawing is used by artists to develop and communicate their ideas creatively.

Painting and Mixed-Media

Developing proficiency in painting techniques (including exploring colour mixing), painting on a range of surfaces and applying drawing skills to painting projects. Using sketchbooks to practise painting methods and exploring the interplay between different media within a piece of artwork.

Sculptures and 3D

Constructing and creating models with a wide variety of materials, investigating ways to express ideas in three dimensions. Developing the ability to adapt ideas and designs in sketchbooks, moving from two dimensions into sculpture.

Craft and Design

Producing a wide range of creative work, becoming proficient in a range of making processes. Building on skills in photography, printmaking, textile art and digital media, and exploring design disciplines such as architecture and product design.

Creativity and independent outcomes are robustly embedded into our units, supporting pupils in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge rich, are unique to the students. Lessons are always practical in nature and encourage experimental and exploratory learning. Teachers differentiate their lessons to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required.

Design Technology

All teaching of DT follows the design, make, and evaluate cycle. Each stage is rooted in technical knowledge and vocabulary. The design process is rooted in real life, relevant contexts to give meaning to the children's learning. While making, children are given choice and range of tools to select from. To evaluate, children should be able to evaluate their own products against a design criteria. Each of the stages are given equal weight. The programme we use to support our learning provides a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. The children enjoy a DT lesson once a week during three half-terms a year, on rotation with their Art learning. This ensures our children have the time and space to study each topic in depth over a half-term.

The key skills the children learn are:

- Sewing and textiles
- Cooking and nutrition
- Electrical and mechanical components
- Using materials

Music

Children develop their own confident singing voice by learning to perform simple songs, rhymes and chants before moving on to more complex performances as they move through the school. Children learn how to play a variety of unpitched and pitched instruments with musicality, thinking about their effect, reading graphic scores and standard notation where appropriate. There are many opportunities to share their performances with their peers and our wider community.

Children listen to music from a range of traditions, describing the qualities of the sounds they hear and the effect of the music on the listener. They learn to recognise patterns and structure of the music their listen to, before using this knowledge, as well as their own experience, when composing their own pieces of music which they record in a variety of ways and perform to each other.

Physical Education

Our aim is for each child to participate in two hours of physical activity each week. Specialist coaches from Rising Stars deliver both curriculum and extra-curricular activities. Areas covered during the school day include ball games, gymnastics, dance, swimming and athletics. Our after school clubs include sports such as Football, Basketball and Netball.

Our PE curriculum is taught following four key learning objectives:

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

We cover these four objectives by teaching the children a wide variety of progressive skills which are built upon and embedded throughout the school.

At the beginning of their school journey in EYFS and Key Stage 1 we aim to provide our children with the foundation to develop their physical literacy in a way that allows them to explore, problem solve and have fun whilst learning. The development of these core skills will provide the framework for lower Key Stage 2 where children are encouraged to transfer their existing skills and knowledge into a variety of specific sports to develop their understanding. In upper Key Stage 2 these skills are refined in areas such as tactical awareness and understanding, officiating and leadership. This will ensure our children are fully prepared as they embark on the next step of their learning journey at secondary school.

We endeavor to ensure our children are aware of the many ways in which they can be active. Each class is provided with a wide range of playtime equipment to encourage active playtimes and co-operation with peers. We also have our active trim-trails and climbing equipment which are used throughout playtimes.

Children are encouraged to try new sports, skills and activities both through the curriculum delivery and a variety of extra-curricular clubs. They have influence over the sports coaching provided and are able to make suggestions. The aim is to introduce the children to something new, help them develop their skills, prepare them for representing the school or open a pathway to a new found enjoyment of sport outside of school.

Modern Foreign Languages: French

We believe that learning a modern foreign language is an exciting and invaluable educational, social and cultural experience. Children begin developing oral and aural skills in Key Stage 2 and begin to develop reading and writing skills. By the end of Year 6 we not only aim to have laid the foundations for future language learning, but to give our pupils an appreciation of other cultures and communities.

Personal, Social, Health and Emotional (PSHE) Education

PSHE is at the heart of our curriculum at St Margaret Clitherow and our Personal, Social, Health and Economic (PSHE) Education Programme is specifically aimed at enabling our pupils to become healthy, independent and responsible members of society.

PSHE Education is taught through a variety of age-appropriate themes, across the three key areas of Created and Loved by God, Created to Love Others and Created to Live in Community. A safe and effective learning environment will be established using ground rules/class agreement (drawn up by both pupils and the classroom teacher). These will be referred to at the start of every lesson and may be changed and amended throughout the year to reflect the changing needs of pupils within their classroom learning environment. Teaching staff will ensure that pupils are able to talk about topics in a safe and age-appropriate way and questions will be answered to match the social and emotional development of pupils as well as chronological age.

By the end of year 6, we aim to enable our pupils to move on to secondary school having acquired the knowledge, understanding and skills they need to lead happy, safe and fulfilled lives now and in the future.

As part of our approach to keeping children safe, pupils review their 'hand network' each half term and, through this, are encouraged to think about the individuals that they can turn to when they are in need of advice or support in a range of situations. Some information about recording a 'hand network' is included in Appendix 4.

Relationships, Sex and Health Education (RSHE)

Our RSE programme plays an integral part of PSHE teaching across the school. The children are given the opportunity to explore a variety of age-appropriate themes, which support their emotional and physical development, within a moral, ethical and spiritual framework, which adheres to guidance from the diocese and Catholic Education Service.

British Values

The Department for Education require all schools to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The government set out its definition of British values in the 2011 Prevent Strategy and there has been much media speculation about what this actually means. At St Margaret Clitherow, in our diverse Catholic Community which is fully representative of the Universal Church, these values are reinforced regularly and in the following ways and are underpinned by our Christian ethos.

As a Catholic school, we actively promote values, virtues and ethics that shape our pupils' character and moral perspective through the teachings of the Church. The promotion of 'British values' is central to Catholic education because British values have their origin in the Christian values of our nation. We are confident that our continued focus on the valuesJesus taught us to live by will give our pupils the necessary awareness of what it means to be a good citizen in Britain today and embed the building blocks of a future successful and productive life.

At St Margaret Clitherow School we recognise, not only the importance of helping students to develop academically but also spiritually, morally, socially and culturally. Our aim is that they are fully prepared for life in British society, to take their role as good citizens, able to make the best possible contribution to the common good. We believe in celebrating our community's increasingly diverse cultural backgrounds whilst also promoting and holding true to what we recognise to be British Values. Democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths are taught explicitly through assemblies, PSHE and the R.E. curriculum.

Feedback and Assessment at St. Margaret Clitherow

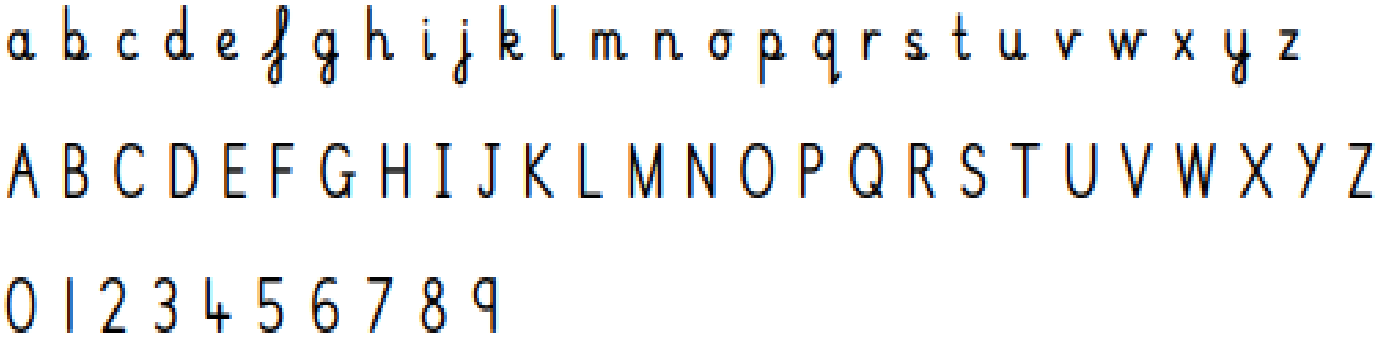
Marking at St. Margaret Clitherow serves a single purpose – to advance pupil progress and outcomes. All marking should be meaningful, manageable and motivating.

Formal assessments are carried out in reading, writing and maths and these are recorded using Arbor easy tracking system along with HertsforLearning assessment criteria each term. In addition, formal assessments of RE are recorded termly using the Diocesan Standards Framework. Assessments in the Foundation Subjects of the National Curriculum are recorded at the end of each Year using Arbor.

National Assessments are carried out, according to Government protocols, and subject to LA guidance and moderation, at the end of the Early Years Foundation Stage (Early Years Foundation Stage Profile); at the end of Year 1 in Phonics (Test); Multiplication Timestable Check (MTC) at the end of Year 4; and at the end of KS2 in Reading (test), Writing (Teacher Assessment), Maths (Test) & Science (Teacher Assessment).

Appendix 1

Handwriting Script



Appendix 2
Spelling Wordlists – National Curriculum Expectations at KS2

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

Appendix 3
SMILE rules for eSafety

eSafety Rules

SMILE and stay safe

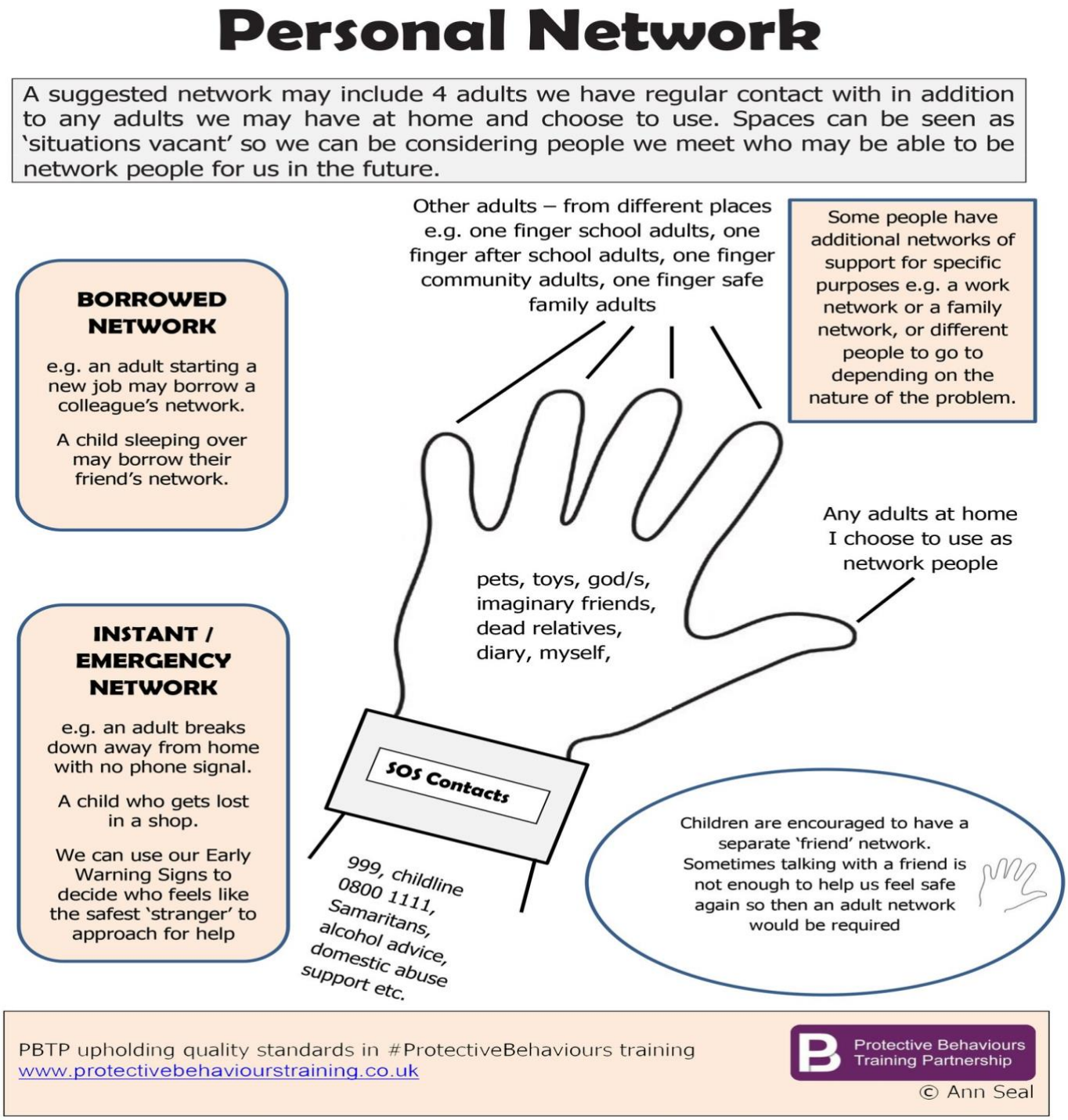
Staying safe means keeping your personal details private, such as full name, phone number, home address, photos or school. Never reply to ASL (age, sex, location)

Meeting up with someone you have met online can be dangerous. Only meet up if you have first told your parent or carer and they can be with you

Information online can be untrue, biased or just inaccurate. Someone online my not be telling the truth about who they are - they may not be a 'friend'

Let a parent, carer, teacher or trusted adult know if you ever feel worried, uncomfortable or frightened about something online or someone you have met or who has contacted you online

Emails, downloads, IM messages, photos and anything from someone you do not know or trust may contain a virus or unpleasant message. So do not open or reply

Appendix 4
Explaining Hand Networks

Each child updates their hand network each half term. This is a practical and visual way for children to remember the trusted adults that can help them at different times, in a range of different settings.