



**St Bonaventure's Catholic Primary School  
Egerton Road,  
Bishopston  
Bristol,  
BS7 8HP**

### **Curriculum Policy 2016/17**

<b>Policy Owner</b>	Headteacher
<b>Governing Body Committee</b>	Standards
<b>Version no.</b>	4
<b>Issue Date</b>	
<b>Last Review Date</b>	05/04/17
<b>Next Review Date</b>	Term 1 2017/18

This policy is available at <http://www.st-bonaventures.bristol.sch.uk/>





## **Vision Statement**

At St. Bonaventure's Catholic Primary school we strive to be the best we can; guided by the light of Christ

## **Rationale**

At St Bonaventure's we believe the curriculum in its fullest sense underpins the Vision of the school. From this, the ethos is generated that supports the spiritual development of all involved in the community. The school is committed to ensuring that the curriculum is broad, balanced, and relevant. It provides continuity and progression in order that the needs of all children are provided for whatever their gifts and talents. At St Bon's we aim to make provision for academic and social, moral, cultural, physical and creative development of our children.

## **Aim**

The curriculum aims to:

- Teach children to have an awareness of their own spiritual development and to understand right from wrong.
- To open children's eyes to the wonders of God's creation and to cause them to marvel at the incredible world in which we live
- Provide children with the opportunities to apply their skills and learn across the curriculum
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, physically, morally, and aesthetically so they can become independent, responsible and considerate members of the community
- Provide opportunity for children to learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as a member of a team
- Engage and interest the child/ren in what he/she is learning
- Build upon prior knowledge and experience to develop future learning
- Recognise and value the individual child's ways of knowing and learning and cater for different learning styles
- Place some responsibility and control for learning in the hands of the children through involving them in actively gathering and processing information and reflecting on their learning
- Enable children to have respect for themselves and high self-esteem.
- Encourage the development of tolerance, respect and appreciation of the feelings and capabilities of others
- Model and foster a 'Growth Mindset' attitude to enable children to develop resilience



## **Guidelines**

### **1. Organisation and Planning**

- The reception year follows the Curriculum guidance for the Foundation Stage which includes 3 prime areas of learning:

Personal, Social, Emotional Development (PSED),  
Communication and Language (CL),  
Physical development(PD).

There are also 4 specific areas:

Literacy (L),  
Mathematics (M),  
Understanding of the World (UW),  
Expressive arts and design (EAD).

St Bonaventure's fully supports the principle that young children learn through play and by engaging in well planned structured activities. We build positive relationships with St Bonaventure's Pre- School.

- From year 1 to year 6 the national curriculum programme of study for each subject area is used as a basis for long and medium term planning. A whole school topic based approach with a History, Geography or Science focus enables cross-curricular learning with a meaningful outcome shared with the school community. RE is taught through 'God Matters' agreed by the Clifton Diocese and Sex and Relationships Education (SRE) is taught through the programme 'Journey in Love'. The PSHME curriculum following the 'Jigsaw' scheme has been implemented.
- From reception to year 6 opportunities will be given to extend the curriculum through visitors, including artists, actors and musicians, the use of the school grounds and locality, educational visits and support of parents. Many of these activities will support cultural diversity and will encourage respect for differences
- The curriculum continues to support the five outcomes set out in Every Child Matters—Be Safe, Be Healthy, Enjoy and Achieve, Economic wellbeing, Make a Positive Contribution. This is reinforced throughout the school in our PSHE Jigsaw scheme.
- During the academic year curriculum enrichment events are provided through Topic weeks, school trips, visitors to the school and productions.
- All aspects of the curriculum are taught in class groups with work differentiated as necessary. An integrated approach is used as appropriate.

### **2. Homework**

Homework is set throughout key stage 1 and 2 (see policy).

### **3. Assessment and Monitoring**

The school has an assessment policy. Children's work is monitored and evaluated. A written report is made available to parents annually in the summer term. Parents are invited to Parent teacher consultations during Term 1 and 4. The governing body receives regular reports on pupils



attainment compared with the local and national picture. All pupils are set next steps learning through teachers marking and feedback.

At the beginning of each academic year targets are set for each child in reading, writing and maths. St Bon's expectation is that all pupils regardless of ability will achieve at least expected progress.

#### **4. Roles and responsibilities**

- The head teacher is responsible for the day to day organisation of the curriculum. The head teacher and SLT monitor pupils' books and teachers' planning to ensure best practice in teaching and learning is implemented. Subject leaders monitor their particular subject to ensure it is implemented consistently and effectively in line with agreed policies. Subject leaders have responsibility for monitoring the way resources are managed and stored.
- The Governing Body Standards Committee is responsible for monitoring the implementation of the curriculum. We have named linked governors for the following areas - SEN and Inclusion, RE and other link governors are named according to the priorities on the School Improvement Plan (SIP).

#### **5. Inclusion – provision for all pupils**

St Bonaventure's aims to meet the needs of all pupils with Special Educational Needs. We comply with the requirements of the code of practice in providing for children with SEND. Teachers plan to meet the needs of SEND children by ensuring that learning is focussed on individual needs. Outcomes from assessment for learning enable teachers to set targets which address these areas. If there are concerns regarding the needs of a particular child his/her teacher will meet with SENCO and make an assessment of their needs. The school has developed a model of intervention for children experiencing difficulties in literacy and maths based on a graduated approach. This starts with the effective inclusion of all pupils through high quality first teaching. Children requiring more support will receive a small group intervention e.g. early literacy support, booster lessons. Children identified as SEN support require more specific targeted intervention or programme of study which is different to their peers and may require 1:1 teaching.

#### **6. Sex and relationship education**

SRE is delivered according to the Diocesan Guidance for Education in Relationships and Sex Education in Schools. We use the recommended programme, 'A Journey in Love' which is a developmental programme based on the belief that we are all made in the image and likeness of God. An aspect of the mystery of love is studied in each year group from Reception to Year 6.

In addition, Year 6 pupils study the miracle of life, and explore body changes. This is delivered using the scheme 'This is my Body.' Parents/Carers are advised beforehand of the content, given an opportunity to view the material and resources and told dates when they will be used with the children.

#### **7. Spirituality, Moral Social and Cultural Opportunities**

Staff and governors ensure that all pupils are provided with SMSC opportunities, both within the planned curriculum independent studies and extra events.

#### **8. Self Esteem**

Praise assemblies are held each week recognising the achievements of all pupils. The school also recognises the efforts of individuals by class teachers awarding a certificate of achievement. Talents of individuals are celebrated in class, during praise assembly and at the Easter festival. There are also opportunities throughout the year for children who are learning at instrument in



school to perform in front of their peers and members of their family. The awarding of house points also encourages pupils to do their best in school work and in their behaviour towards each other. A termly account is taken and most successful house is awarded a cup at the end of the year. We also have regular 'Yeti Awards' which are awarded to children who have shown resilience in their learning using their 'Growth Mindset' attitude.

**9. Extra curricular activities**

A wide range of extra curricular activities is offered throughout the year. Many members of staff voluntarily participate in the provision of extra curricular activities. Some activities are organised by external providers.

**10. Conclusion**

Children's work and achievement within the curriculum is displayed to make significant impact on the visual appearance of the school and to support teaching and learning in the classroom.

*Reviewed and agreed by Standards Committee on  
Agreed and signed off by the Full Governing Body on  
Next review:*