

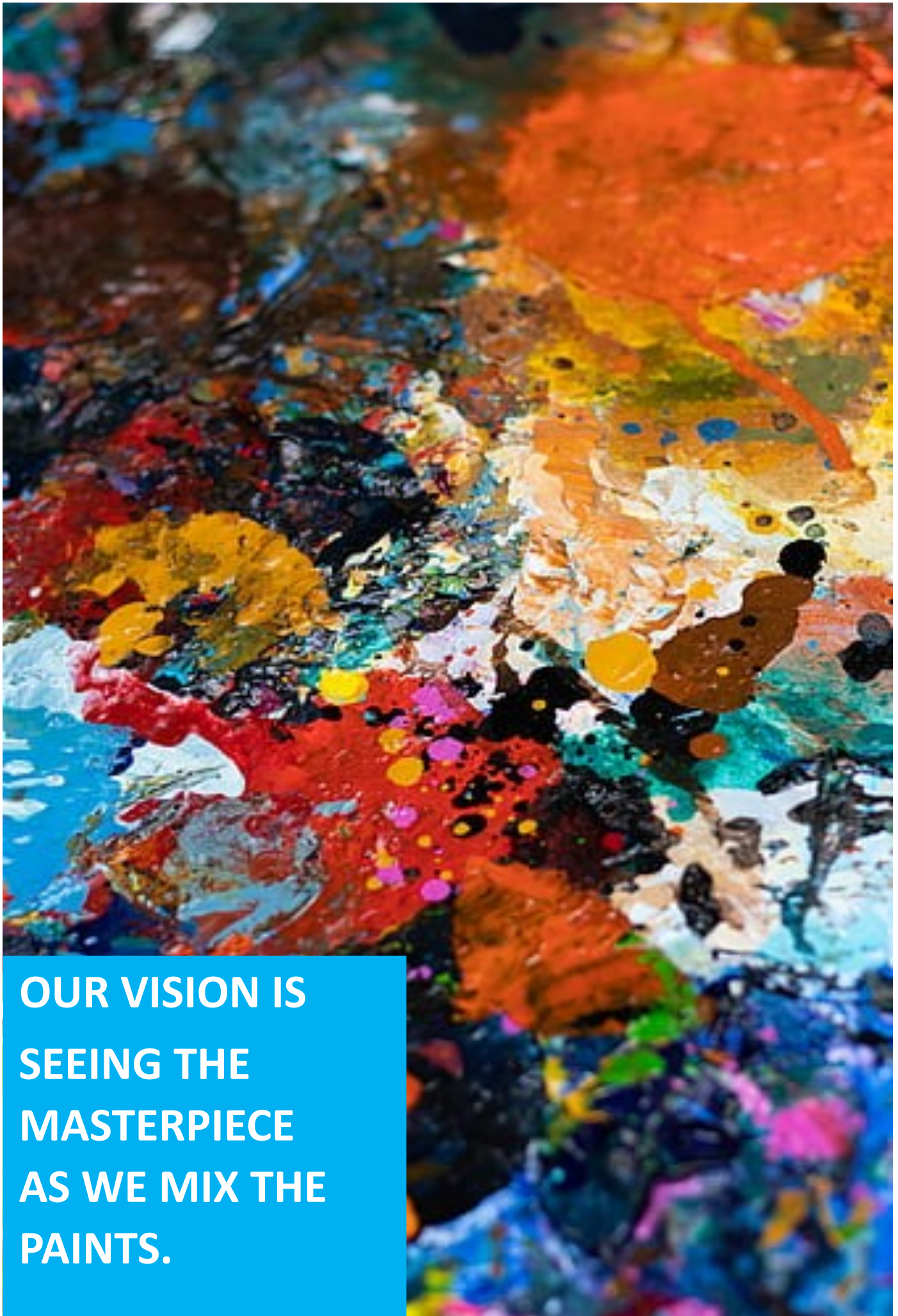
ST JOSEPH'S

CURRICULUM

FOR WALES

SUMMARY





**OUR VISION IS
SEEING THE
MASTERPIECE
AS WE MIX THE
PAINTS.**

OUR SCHOOL VISION AND MISSION.

“VISION IS SEEING THE MASTERPIECE WHILE YOU ARE MIXING THE PAINTS.”

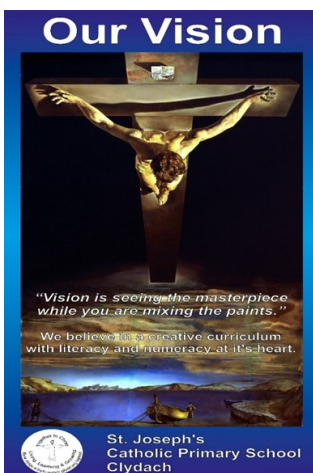
WE BELIEVE IN A CREATIVE CURRICULUM WITH LITERACY & NUMERACY AT ITS HEART.

At St. Joseph's children experience an inspiring and innovative curriculum where they become resilient, progress, and achieve both in and out of the classroom. We believe in a creative curriculum with literacy and numeracy at its heart. We believe that children should receive a broad and balanced curriculum where they can learn to think creatively, working together to solve problems, growing in confidence, to take the opportunities we create for them. Always ready to learn and be the best they can be, enjoying challenges, exploring the world around them, investigating their past and prepare for their future within our local and global communities. Our teaching and learning is based on literacy and numeracy, with pupils learning through enriching and meaningful experiences with creativity at the heart of everything that we do.

‘TOGETHER IN CHRIST - LIVING, LEARNING AND GROWING.’

Living together in love for God, our families and our school. Learning to be happy, well-behaved and motivated pupils, always striving to be the best we can be. Growing in respect for others and our environment.

[PLAY SCHOOL VIDEO](#)



OUR SCHOOL AIMS AT ST JOSEPH'S.

- To create a pleasant, secure and stimulating environment which is a living and working example of a Catholic Christian Community, where everyone has the opportunity to develop spiritually, morally, socially, emotionally, physically and intellectually.
- To enhance the ethos of the school by fostering Catholic Christian values and actions through caring, warm and compassionate attitudes from staff, governors, parents and children.
- To nurture in all persons, positive attitudes to learning enabling them to adapt to new ideas and methods and thereby achieve their full potential through the acquisition of relevant knowledge and skills.
- To be tolerant, respectful and accepting of others, promote sustainable development, are ethically informed and persevere and develop a positive mind-set to become resilient lifelong learners.
- To help all pupils develop lively, enquiring minds, the ability to question and argue rationally and apply themselves to tasks and physical skills.
- To promote equality of opportunity and equity within the school and respect for all irrespective of sex, nationality, colour, creed, background, and intellectual ability, emotional, social or physical disability, recognising that each child is unique and valued.
- To preserve and develop our own cultural identity within Wales, while at the same time promoting an awareness of and respect for cultures and creeds different from our own.
- To participate in a broad, balanced, relevant curriculum through providing a wide range of learning experiences, including independent experiential learning, which focus on the needs of the individual who become digitally competent, preparing children for an ever evolving world.
- To foster links with the Parish, wider community, local businesses and industry.



**OUR PUPILS ARE
GROWING IN
RESPECT FOR
OTHERS AND OUR
ENVIRONMENT.**

THE 4 PURPOSES AND OUR CATHOLIC PROFILE VIRTUES.

The four purposes and our Catholic Pupil Profile Virtues are at the heart of our curriculum. They are the basis for all of our all decisions on our curriculum content and the development of pupil knowledge and experiences.

Because God, as creator of all that is, is the source of all human knowledge and understanding, each of the six 'Areas of Learning Experiences' can also deepen pupil understanding and experience of God's love for his creation and enable them to develop a sense of what is good and beautiful. They can equip young people for the part they can play in creation's journey to its fulfilment in God.

Enabling children to develop their God-given talents and gifts for the good of oneself, and the common good of all. Through expressing their creativity to progress and grow in understanding, appreciation and mastery of the beauty God created in the world. **(Expressive Arts)**

To nourish pupils' spiritual, intellectual, social, emotional and physical well-being, in the knowledge that their body, spirit and mind are 'temples of the Holy Spirit' which are designed to grow and flourish. **(Health & Wellbeing)**

To develop an understanding of people and their cultures and societies, in order to be morally responsible stewards, making good, informed and considered responses to look after the interests of the planet and all life on it. **(Humanities)**

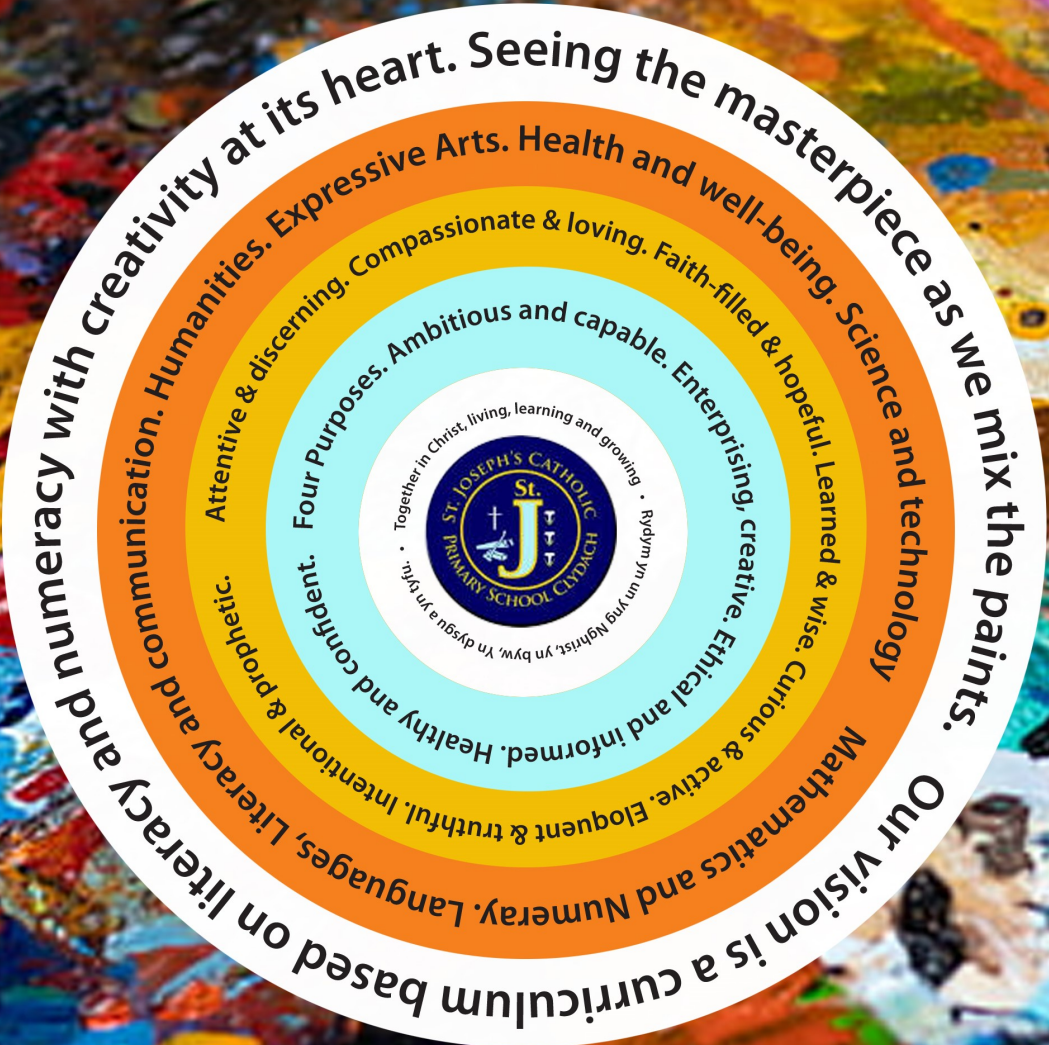
To enable pupils to develop and improve eloquent and truthful communication skills helping them explore how humanity communicates with each other, and with God, the loving Creator, through prayer, meditation and spiritual reading. **(LLC)**

To provide analytical, problem-solving, logical and methodical skills to enable pupils to approach and reflect upon complex areas of thinking, with patience and self-discipline and to make good decisions. **(M&N)**

To increase the sense of wonder at reality, encouraging responsible care of the world and appreciating the sacredness and dignity of creation. To make good decisions including when navigating a complex world, technologically rich in devices, and ever-changing social media. **(Science & Technology)**



**NOURISHING PUPILS'
SPIRITUAL,
INTELLECTUAL,
SOCIAL, EMOTIONAL
AND PHYSICAL
WELL-BEING.**



UPHOLDING THE UNCRC AND EXPRESSING OUR JESUIT VALES

We follow the Jesuit Pupil Profile which is common to all Catholic schools and identifies the qualities we seek to develop in our pupils, using key words. The aim of which is to form intellectually competent, good and virtuous young people, through education

We also follow the UNCRC The United Nations Convention on the Rights of the Child (UNCRC.) We have a right of the month that is linked to the children's learning and as a rights-respecting school we not only teach about children's rights but also model rights and respect all relationships.

Successful Futures - <i>The Four Core purposes</i>	Our Cluster – <i>The virtues and our learners</i>
ambitious, capable learners	curious about everything; and active in their engagement with the world, changing whatever they can for the better. learned , finding God in all things; and wise in the way they use their learning for the common good.
enterprising, creative contributors	grateful for their own gifts, for the gifts of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others.
ethical, informed citizens	intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others. eloquent and truthful in what they say of themselves, the relations between people, and the world.
healthy, confident individuals	faith filled in their beliefs and hopeful for the future. attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices. compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.



**WE ARE AMBITIOUS
AND CAPABLE
CURIOUS AND
ACTIVE.**

RE & RSE AT ST JOSEPH'S

As a Catholic school, the children's spiritual and moral development is at the heart of everything. All of our stakeholders – parents, pupils staff and governors - work together with outside agencies, to ensure that any problems, relating to the development of the whole child are dealt with as soon as they arise.

Our RE curriculum follows the RED 'To Know You More Clearly,' the Religious Education Curriculum Directory (3-19) for Catholic Schools and Colleges, which is designed to provide guidance for the RE classroom curriculum in Catholic schools. (See Re Curriculum area)

There are six branches in 'To know You More Clearly' – one per half term. The branches are:

1. Creation and Covenant 2. Prophecy and Promise 3. From Galilee to Jerusalem 4. From Desert to Garden 5. To the Ends of the Earth 6. Dialogue and Encounter. The themes are based upon the mystery of life, its dignity and purpose, the major Christian beliefs, sacramental understanding and celebration in ritual, the seasons of the liturgical year and great feast days. Each branch follows: Here, Believe, Celebrate, Live. At the end of each branch and lenses the children will: Understand, Discern, Respond

Our liturgies, as a school or in age groups, aim to help the children express their growing understanding of their relationship with Christ in the Church. From September 2024 we will be looking at the new Prayer & Liturgy Directory 'To Love You More Dearly.' This Directory aims to help schools to deepen their understanding of prayer and liturgy in the Catholic tradition. It will provide those responsible for prayer and liturgy with a grounding in the teaching of the Church about these things and a working familiarity with the key principles on which the liturgy is based.

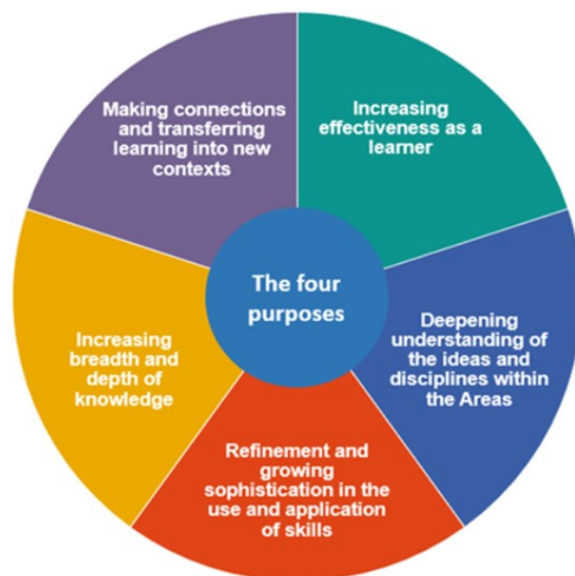
Life to the Full is a fully resourced Scheme of Work in Relationships Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

Curriculum design is an ongoing process of continuing improvement. At St Joseph Catholic Primary School, we recognise that we have both mandatory and statutory duties to undertake.



**WE
BELIEVE,
CELEBRATE,
LIVE**

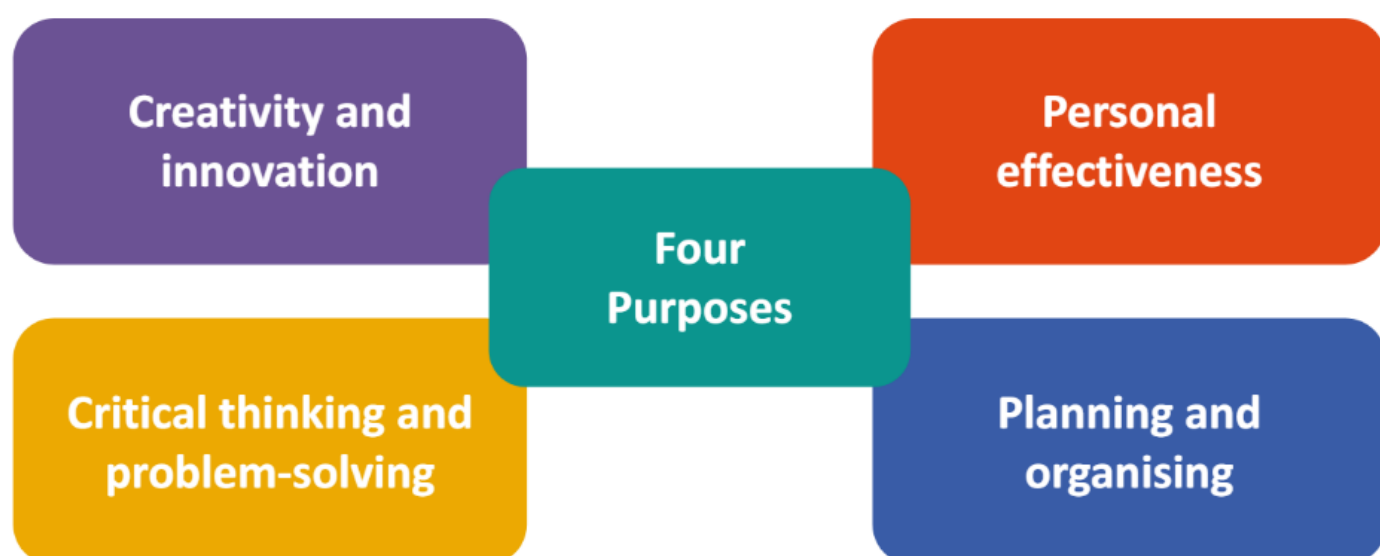
THE INTEGRAL SKILLS AND PROGRESSION OF LEARNING



The integral skills are interwoven in to the whole curriculum through the AoLE areas and across the subject disciplines. We implement, through our bespoke curriculum, cross cutting themes and blended learning experiences. Our pupils are digitally confident, using ICT across the curriculum in many different forms.

Five principles of progression underpin progression across all Areas.

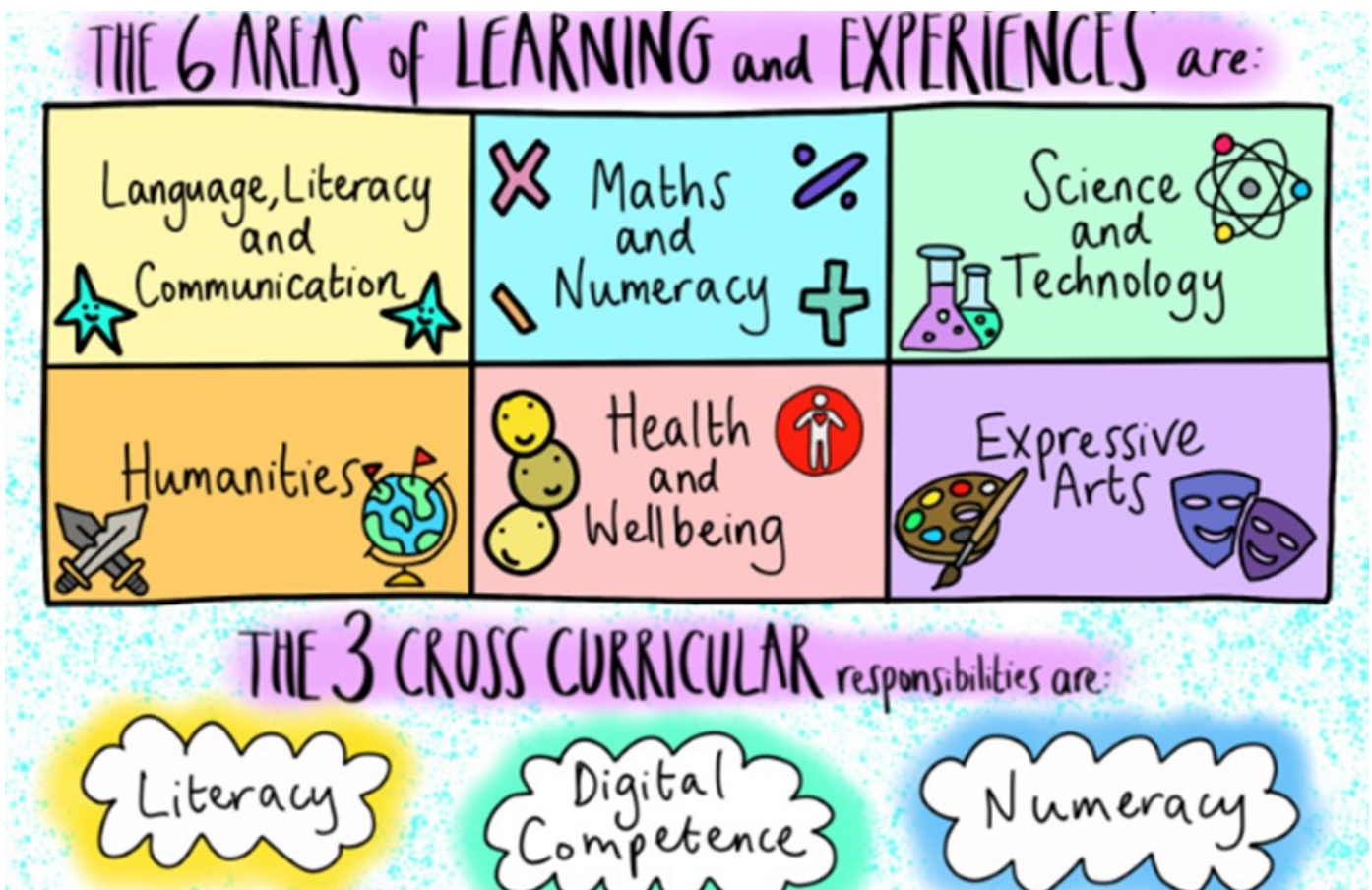
They describe what it means for learners to progress. The principles of progression are distinct from descriptions of learning which provide specific reference points of what progression looks like as learners work towards the statements of what matters at different points on their journey. Together, practitioners can use these 2 elements to understand what it means for learners to progress, and use this to inform learning, teaching and assessment and to help develop and maintain a shared understanding of progression within and between schools.



Curriculum for Wales 2022

Four Purposes Statutory	Ambitious, capable learners; Enterprising and creative contributors; Ethical, informed citizens & Healthy, confident individuals
Integral Skills Statutory	These underpin the four purposes. Creativity and Innovation; Critical Thinking and Problem Solving; Personal Effectiveness; Planning and organising
Areas of Learning and Experience Statutory	LLC, Mathematics Science and Technology, Humanities, Health and Wellbeing & Expressive Arts
Curriculum Elements Mandatory	Religion, Values & Ethics; Relationships & Sexuality Education; Welsh & English
Cross-Curricular Skills Statutory	Literacy, Numeracy & Digital Competence
Statements of What Matters Statutory	27 across the 6 areas of learning and experience
Descriptions of Learning Statutory	Set out within each AoLE and organised into Progressions Steps (Suggested continuum stages/ages 5,8,11,14,16)
Principles of Progression Statutory	Set out in the progression code for each AoLE. General principles - Increasing breadth/depth of knowledge; Refinement/growing sophistication in using skills; Increasing effectiveness as a learner; Deepening understanding of ideas/disciplines; Making connections/transferring learning into new context
Cross Cutting Elements Statutory	Local, National and International Context; Careers and Work-Related Education; Human Rights (UNCRC) and Diversity

Our Curriculum is designed to allow every learner to aspire to the four purposes. Every pupil, no matter their age, is suitably planned for and we take into account every pupil's ability and aptitude, including any additional learning needs. The head teacher and the Governing Body have jointly adopted our curriculum and assessment procedures. Practitioners, learners, parents, carers and the wider community are consulted with and curriculum design is continually kept under review through the school's self-evaluation processes.



Each Area of Learning Experience has a number of 'What Matters' statements (between three and six), which will be mandatory. Together, they span the breadth of the AoLE, supporting and complementing each other, making links with the four purposes, and setting out the big ideas in the Area.

**BECOMING
LIFELONG
CAPABLE AND
AMBITIOUS
LEARNERS.**



THE STATEMENTS OF WHAT MATTERS

A school's curriculum must cover all of the statements of what matters from age 3 to 16, providing engagement with their key concepts in a developmentally appropriate way. While the learning continuum is the same for each learner, the pace of progress through it may differ. As a result, the progression steps only broadly correspond to expectations at ages 5, 8, 11, 14 and 16.

The Statements of What Matter and Descriptions of Learning support learners to make sense of everything they learn throughout the continuum of learning. Practitioners should use a range of contexts, perspectives, topics and activities to contribute towards learning within and across the statements. This enables learners to develop a coherent framework of learning and an increasingly sophisticated understanding and application of those ideas or principles as they progress.

Cynefin underpins our curriculum and pupils develop their knowledge about the world within their immediate experience, and with an appreciation of the wider world. At St Joseph's we use the Curriculum Maestro online planning tool to outline our planning and to ensure clear and measurable coverage and progression against the What Matter Statements. Maestro includes authentic local learning experiences, provides lesson objectives and success criteria, develops skills and enables reflection and assessment of impact on learning. It enables individual teachers to build lessons and curriculum, facilitating management of the learning environment through listening and engaging pupils in our 'Everyone Plans in Class' (EPIC). Pupils' involvement in the planning process supports the ever-evolving nature of our curriculum and encourages creativity, enquiry and questioning.

Our topics focus on:

Science & Technology e.g. 'Blood Heart' and 'The Scented Garden',

Humanities 'Britain at War' and 'Rocks, Relics and Rumbles,' or

Expressive Arts 'Environmental Artists' and 'Islamic Art', with numeracy, literacy and digital skills incorporated into them.

Our planning builds the topic into real life and authentic, problem solving and creative blended learning experiences constructed in this way:

Memorable Experience - children use a range of sources or artefacts to build a picture of an event, person, place or time that they will learn about.

Engage - children immerse themselves in their theme gaining knowledge, vocabulary and understanding.

Develop - children build upon this knowledge to gain a deeper understanding and use their skills in a meaningful way to gain a better understanding of the world.

Innovate - children broaden their understanding of the world to promote higher order thinking.

Express - children reflect on their initial thoughts after research to formulate a well-thought-out opinion based on evidence.

**WE ARE FOSTERING
OUR 'CYNEFIN'
A BELONGING/**



DESCRIPTIONS OF LEARNING AND PROGRESSION STEPS

Our curriculum supports opportunities and experiences to develop the key concepts, knowledge, skills and understanding as described in the What Matters Statements. We use the **descriptions of learning** within each **progression step** as a starting point for our planning. This means we consider both the depth and breadth of learning, whilst ensuring we build upon prior knowledge.

Progression in learning is a continuous process and we reflect on learner progress made against themselves, not their age cohort, and over time.

Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly. It also enables practitioners to plan effectively for learner progression.

There are clear learning outcomes and success criteria communicated to pupils within the lesson/ learning experience. Work is then marked against these with effective feedback given, enabling pupils to secure their learning or move it on;/develop further. (see our Marking & Feedback policy)
Pupil voice and involvement is important to us in the assessment process, through self and peer assessment with the use of 'Purple Pen for Progress', reflection, targets and discussion.

Teachers use the knowledge gathered through daily teaching and learning to develop a holistic picture of the learner – their strengths, areas for improvements and the support and challenge needed to take their learning forward. Staff use the online Taith 360 program to make judgements for each pupil in all areas, across the progression steps to build a picture of each child's learning journey. It supports the staff in making judgements for each pupil and helps identify next steps for individual pupils and whole cohort.

There is also more standardised assessment evidence gathered through:

Regular Book Looks, Learning Walks, Listening to Learners and staff reflection.

Termly pupil progress meetings.

Personalised Assessments

Monitoring of Areas of Learning and Experience with regular staff meetings and working groups.



**OUR LEARNERS
MAKE PROGRESS
AT THE
APPROPRIATE
PACE.**