# St Joseph's Catholic Primary School, Harrogate,

**A Voluntary Academy**

***Let all that you do be done in love***

**'Be grateful'**

**'Be humble'**

**'Be brave'**

**'Be giving'**

# Curriculum Policy
# 2026-2027

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Person Responsible- Gillian Delahay
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## 1. Curriculum aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' mental health and wellbeing
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high ambition for all pupils in all aspects of their learning
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for KS1

## 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

# 3. Roles and responsibilities

## 3.1 Academy Council

In accordance with the Trust's scheme of delegation, the Academy Council provides oversight and challenge in relation to the school's curriculum and seeks assurance that:

- the school provides an ambitious, broad and balanced curriculum which meets statutory requirements and reflects its Catholic mission;
- appropriate provision is made for all pupils, including pupils with SEND and/or disabilities and those experiencing disadvantage; and
- leaders effectively monitor and evaluate the quality and impact of the curriculum.

## 3.2 Headteacher and Senior Leadership Team

The Headteacher has overall responsibility for the strategic leadership and quality of the curriculum, supported by the Senior Leadership Team.

They ensure that:

- the curriculum meets statutory requirements and reflects the school's Catholic mission, vision and values;
- curriculum provision is ambitious, appropriately sequenced and meets the needs of all pupils;
- sufficient time, resources and professional development support effective curriculum delivery;
- statutory assessment requirements are met; and
- curriculum quality and impact are monitored, evaluated and continually improved.

## 3.3 Subject Leaders and Teachers

Subject leaders are responsible for the leadership and development of their curriculum areas. They ensure that curriculum plans are appropriately sequenced and progressive, support staff with subject knowledge and resources, and monitor and evaluate the quality of provision to identify priorities for improvement.

Teachers are responsible for implementing the agreed curriculum effectively. They use assessment to inform teaching, maintain high expectations and adapt teaching appropriately so that all pupils can access and achieve within an ambitious curriculum.

All staff contribute to providing a curriculum and learning environment in which pupils are valued, included, challenged and supported to flourish.

# 4. Organisation and planning

At St Joseph's, we provide an ambitious, broad and balanced curriculum which meets the requirements of the National Curriculum and reflects our distinctive Catholic ethos, school vision and the needs of our pupils.

Our curriculum is carefully designed and sequenced so that pupils build secure knowledge and understanding over time. Learning is organised progressively from the Early Years Foundation Stage through to Year 6, enabling pupils to make connections with prior learning and develop increasingly sophisticated knowledge, skills and understanding.

While meeting national curriculum expectations, our curriculum is shaped by the context of St Joseph's and the community we serve. Pupils are provided with opportunities to learn about and engage with their local, national and global communities, helping them to understand the world in which they live and preparing them for the opportunities, responsibilities and experiences of later life.

As a Catholic school, Christ is at the heart of our educational mission. Our school vision, *"Let all that you do be done in love" (1 Corinthians 16:14)*, alongside Catholic Social Teaching and our virtues of gratitude, humility, courage and service, helps shape the values, experiences and opportunities provided through our curriculum.

## Curriculum Planning

Each subject has a clear curriculum structure which identifies the content, sequence and progression of learning from Reception to Year 6, as appropriate to the subject.

Subject leaders are responsible for developing and maintaining curriculum documentation which may include:

- a whole-school subject overview or long-term plan;
- clearly sequenced year-group expectations;
- progression documents identifying the key knowledge, vocabulary and subject-specific skills or disciplinary knowledge pupils are expected to develop;
- assessment guidance and identified end points, where appropriate; and
- supporting resources and guidance for teachers.

Teachers use these documents to inform medium- and short-term planning, while adapting teaching responsively to meet the needs of pupils without reducing curriculum ambition.

Curriculum planning is reviewed and refined in response to assessment, monitoring and evaluation, developments within individual subjects, statutory requirements and the changing needs of our pupils and community.

Further information, including subject curriculum overviews and progression documents, can be found on the school's Curriculum webpage.

**Character Education**

At St Joseph's we place great importance on developing Character Education and virtues to enable our pupils At St Joseph's, we place great importance on character education and the development of virtue, supporting pupils to flourish as individuals and to become compassionate, responsible and active members of their communities and wider society.

Character education is rooted in our Catholic mission and school vision, **"Let all that you do be done in love" (1 Corinthians 16:14)**. Our four core school virtues of **gratitude, humility, courage and service** provide an important foundation for the character we seek to develop in our pupils.

We use Virtues to Live By to broaden and deepen pupils' understanding of virtue. Through this programme, pupils encounter and reflect upon a wider range of virtues and consider how these can be lived out through their choices, relationships and actions.

Character education is not taught in isolation. It is woven through our curriculum, Catholic life, prayer and liturgy, relationships and wider opportunities for leadership, service and participation.

Through this coherent approach, we aim to help pupils understand, practise and reflect upon the virtues that enable them to flourish, make positive choices and contribute to the common good.

**Personal Development**

Personal Development is an integral part of our curriculum and wider school life. It supports pupils to develop the knowledge, understanding, skills, virtues and attitudes they need to flourish as individuals, build positive relationships, keep themselves safe and healthy, and contribute positively to their communities and wider society.

Our Personal Development provision brings together PSHE, RSHE, character and virtue education, Catholic Social Teaching, British Values, equality and diversity, safeguarding and wider opportunities for pupil leadership, service and participation. These elements are underpinned by our Catholic mission and our school vision, "Let all that you do be done in love" (1 Corinthians 16:14).

Long-term curriculum plans identify the planned provision and progression for each year group. These are supported by subject-specific policies, progression documents and whole-school curriculum overviews, which set out the design, sequencing and year-group expectations within each area of the curriculum and take account of our school and local context.

**Relationships, Sex and Health Education (RSHE)** –

Our Relationships, Sex and Health Education Policy sets out our approach to RSHE in greater detail.

We use Ten Ten Resources' **Life to the Full**, following **Pathway 2**, as the core of our RSHE curriculum. Life to the Full is a programme developed specifically for Catholic schools and provides comprehensive coverage of the statutory primary Relationships and Health Education requirements. It teaches this content within a Catholic understanding of the dignity and worth of every human person and is rooted in the teachings and values of the Catholic Church.

The programme supports pupils to develop their understanding of relationships, physical and emotional health and wellbeing, personal safety, online safety, growing and changing, and how and where to seek help. Teaching is age-appropriate, progressive and delivered in accordance with current statutory guidance.

Personal, Social, Health and Economic Education (PSHE) - PSHE is broader than the statutory RSHE curriculum. Life to the Full provides our core provision, supplemented by carefully selected content from Kapow Primary where this adds breadth to the wider PSHE curriculum.

Kapow is used particularly to develop pupils' understanding of citizenship, communities, rights and responsibilities, economic wellbeing, financial education, careers and the world of work. Selected content is mapped alongside Life to the Full to ensure progression while avoiding unnecessary duplication.

Through PSHE and the wider curriculum, pupils develop the knowledge, skills and confidence to make informed decisions, maintain healthy and safe lifestyles, develop positive relationships and understand their responsibilities towards themselves, others and their communities.

**Early Years Foundation Stage (EYFS)** – In the Early Years Foundation Stage, we follow the **statutory Early Years Foundation Stage (EYFS) framework**. Our curriculum is carefully planned to build secure foundations for future learning while supporting children's development across all seven areas of learning.

Through a balance of high-quality adult interactions, purposeful play, direct teaching and opportunities within continuous provision, children develop the knowledge, skills and behaviours they need to learn and flourish. The curriculum is responsive to children's starting points and needs and provides appropriate challenge and support.

Further information about the intent, implementation and organisation of our Early Years provision can be found in our EYFS Policy.

## 5. Inclusion

At St Joseph's, we are committed to providing an ambitious and inclusive curriculum for all pupils. Teachers have high expectations for every pupil and use assessment to identify starting points, check understanding and inform teaching.

Teachers use **adaptive teaching** to provide appropriate support and challenge, taking account of the needs of pupils, including:

- pupils with SEND and/or disabilities;
- pupils from disadvantaged backgrounds;
- pupils with English as an additional language (EAL);
- pupils with lower prior attainment; and
- pupils with high prior attainment or who require additional challenge.

Teachers plan teaching so that pupils with SEND and/or disabilities can access and participate in the full curriculum wherever possible. Appropriate adaptations, reasonable adjustments, scaffolding, resources and assistive technology are used to remove barriers to learning while maintaining high expectations and curriculum ambition.

Teachers also take account of the needs of pupils with EAL. Appropriate support, including explicit vocabulary teaching, modelling, visual resources and opportunities to develop spoken and written English, enables pupils to access and participate fully in the curriculum.

Our approach to inclusion reflects our Catholic belief in the dignity and worth of every person and our commitment to enabling every pupil to learn, achieve and flourish.

Further information can be found in our SEND Policy and Information Report, Accessibility Plan, Equality Information and Objectives, and Pupil Premium Strategy

## 6. Monitoring arrangements

The quality and effectiveness of the curriculum are monitored and evaluated through the school's ongoing quality assurance processes.

Subject leaders monitor the **intent, implementation and impact** of their curriculum area using a proportionate range of activities, which may include:

- reviewing curriculum plans and progression;
- learning walks and lesson visits;
- discussions with pupils and staff;
- reviewing pupils' work and other evidence of learning, where appropriate;
- reviewing assessment information;
- checking curriculum coverage and progression;
- evaluating provision for pupils with SEND and other groups; and
- identifying strengths, areas for development and professional development needs.

Monitoring approaches reflect the nature of each subject, and no single source of evidence is used in isolation to evaluate curriculum quality.

Subject leaders use their findings to evaluate the effectiveness of provision, identify priorities and inform subject and whole-school improvement planning.

The Senior Leadership Team maintains oversight of curriculum quality across the school and works with subject leaders to evaluate impact and secure continued improvement. The Academy Council receives appropriate information and assurance about curriculum quality and improvement as part of its oversight role.

This policy will be reviewed annually by the Headteacher and Senior Leadership Team, or earlier where significant statutory or curriculum changes require it and shared with the Academy Council.

## 7. Links with other policies

This policy should be read alongside relevant school policies and curriculum documentation, including:

EYFS Policy;

- Assessment Policy;
- SEND Policy and Information Report;
- Accessibility Policy and Plan;
- Equality Information and Objectives;
- Pupil Premium Strategy;
- Behaviour and Relationships Policy;
- Relationships, Sex and Health Education (RSHE) Policy;
- Religious Education Policy;
- Prayer and Liturgy Policy;
- Safeguarding and Child Protection Policy;
- subject-specific curriculum policies, where applicable;
- subject long-term plans and progression documents; and
- School Development Plan and Self-Evaluation documentation, where relevant.