

St Bernadette's Catholic Primary School



Learn, Live, Believe

Curriculum Policy

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St Bernadette's Catholic Primary School Mission Statement:

We are a Christ centred community, reaching out to others.

We learn, grow and celebrate together.

We bring our faith to life.



Contents

Intro: The distinctive religious nature of St Bernadette’s as a Catholic School	P4
Curriculum definition	P4
Vision	P4
Curriculum aims	P4-5
Curriculum structure and design <ul style="list-style-type: none"> - The four purposes - Integral skills - Areas of Learning and Experience (Areas) - Statements of what matter - Description of learning - Progression - The role of disciplines in our curriculum - Mandatory curriculum elements - Cross-cutting themes - Learners’ choice - A curriculum accessible to all - Cynefin 	P5 – P13
Learning and teaching	P13
Assessment <ul style="list-style-type: none"> - The purpose and role of assessment within our curriculum - The role of different participants in our assessment process 	P13
Transition <ul style="list-style-type: none"> - Cluster Transition Plan 	P13
Curriculum Summary	P14
Curriculum review, evaluation and revision	P14

Introduction

1.1 St Bernadette's recognises that the Church strives to offer parents a distinctive approach to education based on its faith and teaching that inspires our lives by the spirit of Christ. At St Bernadette's we strive to develop:

- the personal development of each pupil;
- the relationships established between the culture of the school and the Gospel message;
- the illumination of all knowledge with the light of faith.

Our curriculum strives in every way to reflect that Christ is the foundation of our education. The curriculum as a whole is spiritual, since there is nothing, which does not ultimately relate to God.

To be true to this vision, everybody involved in the curriculum at St Bernadette's is aware of this sacred dimension and its purpose. We therefore deliver a Christian education within the Catholic tradition that inspires the way in which we teach and contributes to the ethos of our school. Our Mission Statement underpins our vision and values as we aim to create a distinctly Catholic ethos.

Curriculum definition

Our school curriculum is defined as everything our learners experience in pursuit of the four purposes. It is not just what we teach but is also how we teach it and importantly, why we teach it. 'true education enables us to love life and opens us to the fullness of life' (Pope Francis, 10/05/14).

Vision

ST BERNADETTE'S VISION STATEMENT

St Bernadette's is a Christ centred community, valuing every one of our children and giving them the opportunity to thrive and be successful in their lives. We aim to develop children who are well rounded individuals, equipped with life-long skills to be the best that they can be, contributing to their families, the church and the wider community.

We want every child to know that they have their own purpose in life and to develop into resilient, ethical and faith filled young people who respect themselves and others, and are joyful and celebrate together.

Curriculum aims

ST BERNADETTE'S SCHOOL AIMS

St Bernadette's is a caring school community in which every child is given a sense of security and recognition at each phase of their school life. We are a Rights Respecting School and our mission is to embed such values into daily school life and give pupils the best chance to lead happy, healthy lives and to be responsible active citizens. We have high expectations that enable all pupils to achieve their potential. We offer a broad and balanced education that enables pupils to make links between the different areas of learning and experience and apply their learning to new situations and contexts. Our curriculum recognises our learners' identity, language(s), ability and background and the different support they may need given

their particular circumstances. It reflects the diverse society in which we live and provides our learners' opportunities to develop an understanding of the wider world.

Teaching and learning in St Bernadette's is underpinned by the 4 purposes of the Curriculum for Wales. We aim to help all learners become:

- Spiritually aware through a knowledge of their faith; strengthening their relationship with God
- The best they can be academically, spiritually and morally; being guided by the virtues of the Jesuit Pupil Profile
- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethically informed citizens of Wales and the world
- Healthy, confident individuals,



Through these aims we envisage:

- *an open, friendly and professional relationship with parents so that they may be involved in the education of their children and the development of home, school and parish links.*
- *To work as co-constructors with all our stakeholders (learners, families, the wider community, our cluster colleagues) to provide nurture, support and a range of experiences preparing all the children at St Bernadette's with the skills to lead fulfilling lives and to be valued members of society.*

Curriculum structure and design

The four purposes

The [four purposes](#) are the aspiration for all learners in Wales.

Our curriculum is designed so that all our learners will be supported to develop as:

ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

and are **ready to learn throughout their lives**

enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

and are **ready to play a full part in life and work**

ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

and are **ready to be citizens of Wales and the world**

healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

and are **ready to lead fulfilling lives as valued members of society.**

The four purposes are the starting point for all decisions around curriculum design our curriculum is planned in a way that supports our learners to make progress toward them.

The four purposes are also underpinned by [integral skills](#) which will be developed through a wide range of teaching and learning within our curriculum.

Creativity and innovation

Our curriculum will be designed in a way that develops our learners' creativity and innovation by providing the space for and the opportunities that support them to:

- be curious and inquisitive, and to generate ideas;
- link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions;
- be able to identify opportunities and communicate their strategies.

This will support our learners to create different types of value.

Critical thinking and problem-solving

Our curriculum will be designed in a way that develops our learners' critical thinking and problem solving by providing the space for and opportunities that support them to:

- ask meaningful questions, and to evaluate information, evidence and situations;
- analyse and justify possible solutions, recognising potential issues and problems;
- become objective in their decision-making, identifying and developing arguments;
- be able to propose solutions which generate different types of value.

Personal effectiveness

Our curriculum will be designed in a way that develops our learners' personal effectiveness by providing the space for and opportunities that support them to:

- develop emotional intelligence and awareness helping them to become confident and independent;
- lead debate and discussions, helping them to become aware of the social, cultural, ethical and legal implications of their arguments;
- evaluate their learning and mistakes, helping them to identify areas for development;
- become responsible and reliable;
- be able to identify and recognise different types of value and then use that value.

Planning and organising

Our curriculum will be designed in a way that develops our learners' planning and organising by providing the space for and opportunities that support them to:

- set goals, make decisions and monitor interim results (where developmentally appropriate);
- reflect and adapt, as well as manage time, people and resources.
- check for accuracy and be able create different types of value.
- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances
- confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- generate creative ideas and to critically evaluate alternatives

- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those

Areas of Learning and Experience (AoLE)

Our school curriculum is designed in a way that ensures learning and teaching that encompasses all six Areas of Learning and Experiences (Areas)

- [Expressive arts](#)
- [Health and well-being](#)
- [Humanities](#)
- [Languages, literacy and communication](#)
- [Mathematics and numeracy](#)
- [Science and technology](#)

All Areas have equal status within our curriculum.

Statements of what matter

Our school curriculum provides opportunities for our learners to engage with and develop their understanding of the key concepts within all the [statements of what matter](#).

Expressive Arts WM1 Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Expressive Arts WM2 Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Expressive Arts WM3 Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Humanities WM1 Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
Humanities WM2 Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Humanities WM3 Our natural world is diverse and dynamic, influenced by processes and human actions.	Humanities WM4 Human societies are complex and diverse, and shaped by human actions and beliefs.	Humanities WM5 Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Health and Well-being WM1 Developing physical health and well-being has lifelong benefits.	Health and Well-being WM2 How we process and respond to our experiences affects our mental health and emotional well-being.	Health and Well-being WM3 Our decision-making impacts on the quality of our lives and the lives of others.	Health and Well-being WM4 How we engage with social influences shapes who we are and affects our health and well-being.
Health and Well-being WM5 Healthy relationships are fundamental to our well-being.	Languages, Literacy and Communication WM1 Languages connect us.	Languages, Literacy and Communication WM2 Understanding languages is key to understanding the world around us.	Languages, Literacy and Communication WM3 Expressing ourselves through languages is key to communication.
Languages, Literacy and Communication WM4 Literature fires imagination and inspires creativity.	Mathematics and Numeracy WM1 The number system is used to represent and compare relationships between numbers and quantities.	Mathematics and Numeracy WM2 Algebra uses symbol systems to express the structure of mathematical relationships.	Mathematics and Numeracy WM3 Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
Mathematics and Numeracy WM4 Statistics represent data, probability models chance, and both support informed inferences and decisions.	Science and Technology WM1 Being curious and searching for answers is essential to understanding and predicting phenomena.	Science and Technology WM2 Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	Science and Technology WM3 The world around us is full of living things which depend on each other for survival.
Science and Technology WM4 Matter and the way it behaves defines our universe and shapes our lives.	Science and Technology WM5 Forces and energy provide a foundation for understanding our universe.	Science and Technology WM6 Computation is the foundation for our digital world.	

Our curriculum uses the statements of what matter to guide the selection of all curriculum content. Specifically, they are used to:

- select the range of experiences, knowledge and skills that enable our learners to make sense of the 'big ideas' and key principles within each statement
- support our learners' progression within the 'big ideas' and key principles and their ability to be able to develop an increasingly sophisticated understanding and application of the statements of what matter

- allow learners to explore topics and ideas through different lenses – the same concept or idea will be explored through different statements of what matter
- help our learners to make sense of a range of experiences, knowledge and skills within each Area by ensuring that content helps learners to develop a coherent understanding of a range of information.

Descriptions of learning

At our school, we use the [descriptions of learning](#) as a planning tool to inform the wide range of knowledge, skills and experiences within our curriculum. Our curriculum also uses the descriptions of learning to inform planning for a range of contexts for learning across a progression step to create depth and breadth across our curriculum.

Progression

[Progression](#) in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways. Progression is at the heart of our curriculum design. When selecting the content of our curriculum and assessment, we use the [principles of progression](#) for each Area to inform our approach to progression. We work closely with our cluster to ensure the High School and all partner schools have a consistent and coherent approach to showing progression.



Link to supporting guidance: [Shared understanding of progression.pdf \(gov.wales\)](#)

Our Curriculum Overview

Our Curriculum is reviewed annually. Click here to see an example of [Our Curriculum Overview](#)

Specific skills are taught in each area of learning. Opportunities are provided to ensure these skills are contextualised and reinforced through application in different areas of the curriculum.

Discipline-specific learning and teaching in our curriculum will ensure that appropriate and meaningful links to learning are made across our whole curriculum where appropriate.

Mandatory curriculum elements

Relationships and sexuality education

Relationships and sexuality education (RSE) within our curriculum is planned using the [RSE Code](#) and is designed in a way that is developmentally appropriate, inclusive and pluralistic.

An overview of St Bernadette's RSE policy can be found here. [RSE Policy](#)

An overview of our RSE scheme of learning/provision map developed with guidance from the Archdiocese of Cardiff can be found here. [RSE provision map](#) (and Appendix 1)

Religion, Values and Ethics (RVE)

Within the new Curriculum for Wales 'Religion, values and ethics' is a statutory requirement for all learners from 3 to 16 and there is no right to withdraw from RVE. In voluntary aided schools of a religious character the Act requires the curriculum to make provision for teaching and learning in respect of RVE that accords with the school's trust deed or the tenets of the Catholic Church. There is an additional requirement which applies only if the provision described above has been designed without having regard to the agreed syllabus. In this case, the school's curriculum must also include provision for RVE that has been designed having regard to the agreed syllabus. In this case, a pupil's parents can request that their child be provided with this additional provision designed having regard to the agreed syllabus. If a request of this type is made, it must be complied with.

Cross-curricular skills

We believe that the [mandatory cross-curricular skills](#) of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. They enable learners to access the breadth of our curriculum, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling our learners to adapt and thrive in the modern world.

Our curriculum is designed in a way that enables learners to develop competence and capability in the cross-curricular skills and extend and apply them across all Areas.

Across our curriculum, learners will be given a range of opportunities to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world

We will use the [Literacy, Numeracy and Digital Competency Frameworks](#) to guide our approach to the development of the cross-curricular skills.

Cross-cutting themes

[Cross-cutting themes for designing your curriculum - Hwb \(gov.wales\)](#)

Relationships and sexuality education (RSE)

Our curriculum is designed in a way that identifies and makes authentic and meaningful links between learning within a particular Area and learning within the RSE Code.

Human Rights

St Bernadette's is a Gold Rights Respecting School where we believe that learning about human rights empowers learners as rights-holders. This enables our learners to critically examine their own attitudes and behaviours and to develop skills to be ethically-informed citizens of Wales and the world, who can be advocates for their rights and the rights of others.

Our curriculum incorporates opportunities for our learners to:

- learn about human rights by developing their understanding of what human rights are and where those rights have come from including. This includes developing their understanding of the UNCRC and UNCRPD.
- learn through human rights which supports our learners to develop values, attitudes and behaviours that reflect human rights.
- learn for human rights, which motivates them to social action, empowerment of active citizenship and to advance respect for the rights for all.

Diversity

As a Catholic school, we welcome our duties under the Equality Act 2010. We are committed to just and equitable treatment and follow Jesus' teaching, 'Love one another as I have loved you' John 13:34.

By raising awareness of diversity and how to eliminate discrimination, and by promoting equality of opportunity and fostering good relations, we are preparing our children to become good global citizens, and to appreciate and celebrate the diverse society in which we live.

Our curriculum incorporates opportunities for our learners to:

- develop empathy and compassion for others
- develop their own values and sense of identity
- develop understanding of people with different beliefs and perspectives
- develop understanding of diverse values and characteristics
- celebrate diverse backgrounds, cultures and languages
- challenge stereotypes

Careers and work-related experiences (CWRE)

We believe that learning about CWRE is fundamental to developing skills for work and life.

Our curriculum incorporates opportunities for CWRE that inspires our learners to:

- develop an understanding of the purpose of work in life, both for themselves and for society as a whole

- become increasingly aware of the range of opportunities available to them, broadening their horizons
- develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
- explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life

Links to supporting resources for CWRE can be found in the appendix below (*Appendix 2*)

Local, national and international contexts

Local, national and international contexts provide key perspectives for our learners and are important in supporting them to realise the [four purposes](#).

Our curriculum incorporates opportunities for learners to:

- develop learning through a range of places and events of significance
- make links with the local community and organisations
- learn about the contributions and experiences of different individuals that shape each context
- learn about cultural diversity, values, histories and traditions that shape each context
- understand different identities, histories, cultures, perspectives and values that shape communities and societies
- recognise and engage with factors, influences and impacts (including economic, social and environmental impacts) locally, nationally and internationally
- develop an authentic sense of cynefin, building knowledge of different cultures and histories, allowing them to develop a strong sense of individual identity and understanding how this is connected to and shaped by wider influences
- draw on the stories and distinctiveness of our school's local surroundings
- understand their role as citizens and the structures of government which affect them in each context
- explore, critically analyse and respond to contemporary issues and challenges affecting their lives and the lives of others through each context
- understand sustainable development, the challenges the environment and society face and how they can engage with and make a difference on these issues supporting sustainable citizenship
- understand contemporary Wales, providing opportunities to reflect, understand and analyse contemporary society and their engagement with it
- recognise Wales' diverse linguistic heritage and culture, and its connections with the rest of the world
- recognise how our languages unlock knowledge about our literature, geography, history and their links beyond Wales

- recognise the links between local, national and international contexts, understanding how they constantly influence each other
- use critical analysis in each context, recognising both positive and challenging aspects within each

A curriculum accessible to all

Through the design of our curriculum, we ensure it:

- is suitable for each learner's age, ability and aptitude
- takes account of each learner's additional learning needs (ALN), if any. The curriculum is sometimes adapted and/or if necessary, external agencies are contacted to provide extra support
- provides opportunities for children who are more able and talented to extend their learning to support their individual needs. The school encourages independent, interdependent, collaborative learning, and the application of thinking skills across the curriculum.
- secures broad and balanced learning and teaching for each learner
- provides opportunities for assessing the ability and aptitude of learners in respect of the relevant curriculum, on entry to the school, to identify the next steps in their progression and the learning and teaching needed to support that progress.

Cynefin

Our curriculum will instil our learners with a pride and passion in themselves, our school community, the wider community and Wales. Our curriculum will allow our learners to explore and understand the different identities, landscapes and histories that all come together locally and nationally to form their cynefin. This will allow learners to develop their own sense of identity and to understand the identities of others and make connections with people, histories and landscapes elsewhere in Wales and internationally.

Learning and teaching

Please refer to our [Pedagogy -Teaching and Learning Policy](#)

Assessment and Progression

The purpose and role of assessment within our curriculum

Assessment is an integral part of teaching and learning and plays a fundamental role in enabling our learners to make progress. For assessment to be effective, we recognise that partnerships between our practitioners, our learners and parents and carers are important.

Progression in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways. Assessment planning and practice, built into the curriculum and classroom practice, should recognise this and allow for a variety of diversions, stops and variations in pace in a learner's journey.

We will assess all learners across the 3 to 16 continuum based on the progression articulated in our curriculum, against planned learning intentions.

For more information please refer to our ARR Policy

And follow the Link to Welsh Government supporting guidance: [Assessing learner progress.pdf \(gov.wales\)](#) (also refer to Appendix 3)

Transition

Transition

In accordance with the [2022 Transition Regulations](#) our transition plan covers the following matters:

- proposals for managing and co-ordinating the transition of learners from feeder primary schools to the secondary school
- proposals for how continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners in Year 6 transitioning to Year 7
- proposals for how each individual learner's progression will be supported as they transition from primary school to secondary school
- proposals for how the learning needs and the well-being of each individual learner will be supported as they transition from primary school to secondary school
- proposals for reviewing and monitoring the impact of the transition plan in respect of how it has helped:
 - achieve continuity of learning
 - support individual learner progression

A copy of our [cluster's transition plan](#) can be found here

Curriculum Summary

In line with the mandatory requirement for schools to publish a summary of their curriculum, a copy of our curriculum summary can be found here.

[St Bernadette's Curriculum Statement](#)

Curriculum review, evaluation and revision

The Review Process

It is the responsibility of the governing body and headteacher to keep the curriculum and assessment arrangements under review, revising them if they no longer comply with our curriculum policy.

- The governing body monitors the way the school curriculum is implemented through the School Improvement Plan, Action Plans and the school's self-evaluation procedures
- Named governors for all areas of the curriculum, meet with their AoLE leads and monitor and discuss closely the way the school delivers these areas

- The Headteacher is responsible for the day to day organisation of the curriculum and to ensure that all classes are taught the full requirements of the statutory curriculum.
- AoLE leads monitor the way their subject is taught throughout the school. They help to ensure that continuity and coverage of curriculum areas are in place. Monitoring informs detailed action planning for the following year, which enables the whole school to progress
- Questionnaires for learners and parents are regularly sent out and are used in the evaluation process to inform future whole school planning

Appendix

1. **RSE** guidance and [supporting materials](#) from the Archdiocese of Cardiff
2. **CWRE** [supporting materials](#) on CSC Knowledge Bank
3. **Assessment and progression** [supporting materials](#) on CSC Knowledge Bank