Curriculum Overview and Practice Manual

What is the 'Curriculum Overview and Practice Manual' and who is it for?

Welcome to St. Anne's RC Primary School – a proud and vibrant school in the heart of Manchester. Thank you for taking an interest in our school.

This is the 'Curriculum Overview and Practice Manual,' a document that summarises and presents all elements that make up the excellent practice at our school: from our vision and our aims, to our curriculum, planning and assessment and even the content/set up of our learning. We are very proud of what we stand for, offer and give our children every day.

This Curriculum Overview and Practice Manual is aimed at all stakeholders who have an interest in our school: parents, staff, new staff, visitors and inspectors as it guides you through the make-up of our brilliant school. Please do come and see us in action to see the content of these pages in practice, or, refer to the various, specific policies for more detail.

Mrs A Shore

Headteacher

Introduction – St Anne's Curriculum Vision, Mission and Aims

Vision:

St Anne's RC Primary School aspires to equip every child with the skills they need for lifelong learning by developing confident, ambitious learners, who take ownership of their learning and are proud of their achievements as they grow.

Mission:

Our mission at St. Anne's Roman Catholic Primary School is to ensure a safe and caring learning environment in which, 'Every child is given Every chance' to achieve their full potential. We recognise that every individual is unique and formed in God's image and likeness and it is this that guides our daily work. Our school aims to inspire and prepare every child to have high expectations of themselves and others. We will achieve this through providing a creative and challenging curriculum which motivates and encourages all children to reach their potential.

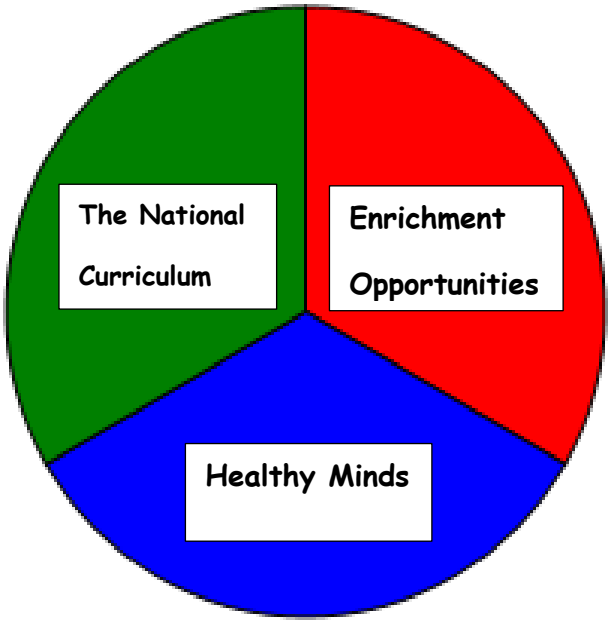
Aims:

- To aim for each child to achieve their full potential in all areas of the curriculum, so that they are equipped and prepared for their Secondary transition.
- To provide a curriculum that is designed to excite and motivate children with a range of topics and projects that are of interest to them and to which they can fully contribute so that their learning is engaging, interactive and challenging.
- To create a positive, safe learning environment and to endeavour to develop the whole child, meeting individual needs where differences are recognised, celebrated and appreciated.
- To encourage pupils to be responsible British citizens for the future who can actively contribute to a diverse society.
- To support each child's emotional well-being so that they can talk openly about their feelings with confidence.
- To equip children to evaluate and assess, to take risks and to make positive choices as part of their learning.
- To promote lifelong learning to all, through high quality professional development for all staff and by developing a learning culture throughout the school.

- To provide children with a deeper understanding of their own faith as well as an awareness of the faith and traditions of other religious communities.

How is St Anne's Curriculum organised?

St Anne's Primary School delivers a fun, relevant, stimulating and challenging curriculum for each and every child that attends our school. Our curriculum is organised into three main areas of learning to ensure that we provide children with all of the statutory requirements as set out by The National Curriculum (2014) as well as tailoring our curriculum to ensure that it is personalised and very well-suited to the needs of the children in our school. Our curriculum organisation is:



Why is St. Anne's Curriculum organised in this way?

Our aim is to ensure that every pupil who enters our school, leaves the end of Key Stage Two (KS2) at least at the Age Related Expectation (ARE) for all subjects within The National Curriculum. Furthermore, we want to ensure that our children develop into aspirational, successful young people with a deep understanding of our eleven Core Values to be safe in the knowledge that they are confident, well-rounded people who are ready for secondary education and later life.

Knowledge, Skills, Understanding

Unity, Tolerance, Peace, Charity, Respect, Love, Honesty, Forgiveness, Democracy, Resilience, Aspiration

St Anne's Curriculum – The National Curriculum

In line with the 2014 National Curriculum expectations, we offer a broad range of subjects that promote pupils' spiritual, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of later life. Children's learning from our delivery of The National Curriculum develops the essential knowledge that they will need to be educated citizens.

As part of The National Curriculum, all children attend lessons in English, Maths and Science (Core subjects) and Art and Design, Computing, Design and Technology, Geography, History, Languages (KS2 only), Music and Healthy Minds (incorporating PSHE, RE, Values, and Physical Education).

Teachers at St. Anne's Primary School organise these National Curriculum subjects into high-quality, meaningful learning experiences within a topic or unit of work. These learning journeys combine well-linked subject matter into purposeful themes so that the children benefit from their learning to the greatest possible impact: not only are children engaging in high-quality learning,

it is structured in a way to inspire and enthuse the learners – no learning is for its own sake.

The National Curriculum sets out the minimum content. In addition we ensure that our children have the opportunity to learn lots of additional skills and develop their knowledge and understanding fully. We take part in sports competitions and opportunities in the locality such as the Libraries, galleries and culture programme and the Schools' Network Choir.

St Anne's Curriculum – Healthy Minds

Whilst learning is happening to ensure that every child meets ARE and the children's curriculum is enriched with experiences to deepen their world understanding, we promote healthy living through the final strand of our curriculum, Healthy Minds. This is formed from the statutory religious syllabus of Salford Diocese – 'Come and See', supported by Caritas in Action; a relevant PSHE scheme – 'Growing and Changing' combined with 'Go-givers' and also our Healthy Schools' focus. Our Core Values are the themes in Collective Worship with a different focus each month. These values permeate into all of our interactions so that children can develop a solid moral core. The format of the delivery of the Healthy Minds content is once again, a matter for the teachers to consider as we believe that each class' needs will be profoundly different cohort by cohort.

The following pages show the long term planning for Years 1-6 for the academic year 2019-20. The three parts of our curriculum structure can clearly be seen in the design of the whole year's curriculum.

St Anne's Primary School Year One Curriculum Map

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer2**
Science	Seasonal Changes - Autumn and Winter	Everyday Materials	Animals Including Humans	Seasonal Changes – Spring and Summer	Plants	Scientists and Inventors
History			The Great Fire of London	Travel and Transport	Kings and Queens	
Geography	Our School	Our Country				Wonderful Weather
Healthy Minds (see PSHCE also)	**Values**: Unity, Tolerance. **RE:** Domestic Church, Judaism, Prayer **Caritas in Action**: Option for the Poor and Vulnerable	**Values:** Peace, Charity. **RE:** Baptism and Confirmation, Advent/Christmas **Caritas in Action:** Stewardship, The Dignity of Work	**Values:** Respect, Love. **RE:** Local Church, Eucharist **Caritas in Action:** Dignity of the Human Person	**Values:** Honesty, Forgiveness. **RE:** Islam, Lent and Easter, Prayer, Holy Week **Caritas in Action:** Family and Community	**Values:** Democracy, Freedom. **RE:** Reconciliation/Anointing of the Sick, Hinduism **Caritas in Action:** Solidarity and the Common Good	**Values:** Resilience, Aspiration. **RE:**Pentecost, Universal Church **Growing and Changing:** Personal Identity, Self-esteem, Friendships and Relationships, Growing Up, Body Changes, Hygiene, Personal Safety. **Caritas in Action**: Rights and Responsibilities
Music	Number (Beat)	Story time (Sounds)	Animals (Pitch)	Travel (Singing and performing)	Seasons (Pitch)	Weather (Exploring sounds)
Art	Portraits		Moving Pictures: Traditional Tales		Our Fabric Faces	
D&T		Landscapes and Cityscapes		Dips and Dippers		Colour Chaos
Computing	Painting	Computer Skills	Online Safety	Word Processing Skills	Programming with Scratch Junior	Programming Toys
PE	Gymnastics - Animals	Dance – Starry Skies	Games – Throwing and Catching	Games	Games – Attacking and Defending	Multi Skills

				– Running and Jumping		
PSHCE	Meet the Go-givers Rules: You can't do that here Web of Lies	Litter: The Picnic Saving Energy	Exploring Our Community Animals that help each other	Caring for our Communities Our rules	More than one friend Pete's Parathletics	Caring for Pets The Selfish Little Red Hen

St Anne's Primary School Year Two Curriculum Map

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer2**
Science	Uses of Everyday Materials	Animals Including Humans	Living Things and Their Habitats	Plants	The Environment	Scientists and Inventors
History	Nurturing Nurses	The Gunpowder Plot		Great Explorer		
Geography			What a Wonderful World		Magical Mapping	Beside the Seaside
Healthy Minds (see PSHCE also)	**Values**: Unity, Tolerance. **RE:** Domestic Church, Judaism, Prayer **Caritas in Action**: Option for the Poor and Vulnerable	**Values:** Peace, Charity. **RE:** Baptism and Confirmation, Advent/Christmas **Caritas in Action:** Stewardship, The Dignity of Work	**Values:** Respect, Love. **RE:** Local Church, Eucharist **Caritas in Action:** Dignity of the Human Person	**Values:** Honesty, Forgiveness. **RE:** Islam, Lent and Easter, Prayer, Holy Week **Caritas in Action:** Family and Community	**Values:** Democracy, Freedom. **RE:** Reconciliation/Anointing of the Sick, Hinduism **Caritas in Action:** Solidarity and the Common Good	**Values:** Resilience, Aspiration. **RE:** Pentecost, Universal Church **Growing and Changing:** Personal Identity, Self-esteem, Friendships and Relationships, Growing Up, Body Changes, Hygiene, Personal Safety. **Caritas in Action**: Rights and Responsibilities
Music	Ourselves	Our Land	Animals	Storytime	Weather	Water

	Toys	Bodies	Number	Seasons	Pattern	Travel
Art	LS Lowry		Fabricate		Nature Sculpture	
D&T		Fabric Bunting		Packed Lunch Problems		Sensational Salads
Computing	Preparing for Turtle Logo	Programming Turtle Logo and Scratch	Computer Art	Presentation Skills	Using the Internet	Using and Applying
PE	Games – Throwing and Catching	Dance – The Gunpowder Plot	Gym – Under the Sea	Dance - Plants	Gym – Landscapes and Cityscapes	Games – Invasion games
PSHCE	Africa More than one friend	How do you feel today? Taking Responsibility	Medicine and Drugs: Get better soon Hearing Loss: Zoe's Ears	Protecting local habitats Caring for our communities	Go Givers: Playground Resilience: Bouncing back	Vote for the Go-givers Golden Girl: Jessica Ennis-Hill

St Anne's Primary School Year Three Curriculum Map

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer2**
Science	Forces and Magnets	Light	Rocks	Plants	Animals	Scientists and Inventors
History		Ancient Egypt	Romans	Anglo-Saxons and Scots		
Geography	The United Kingdom				Extreme Earth	Land Use
Healthy Minds (see PSHCE also)	**Values**: Unity, Tolerance. **RE:** Domestic Church, Judaism, Prayer **Caritas in Action**:	**Values:** Peace, Charity. **RE:** Baptism and Confirmation, Advent/Christmas **Caritas in Action:** Stewardship,	**Values:** Respect, Love. **RE:** Local Church, Eucharist **Caritas in Action:** Dignity of the Human Person	**Values:** Honesty, Forgiveness. **RE:** Islam, Lent and Easter, Prayer, Holy Week **Caritas in Action:**	**Values:** Democracy, Freedom. **RE:** Reconciliation/Anointing of the Sick, Hinduism **Caritas in Action:**	**Values:** Resilience, Aspiration. **RE:** Pentecost, Universal Church **Growing and Changing:** Personal Identity,

	Option for the Poor and Vulnerable	The Dignity of Work		Family and Community	Solidarity and the Common Good	Self-esteem, Friendships and Relationships, Growing Up, Body Changes, Hygiene, Personal Safety. **Caritas in Action**: Rights and Responsibilities
Music	Environment - composing	Poetry - performing	Sounds – exploring sounds	Food & Drink – performing	Human Body - structure	Time – beat
Art	Autumn		British Art		Insects	
D&T		Battery Operated Lights		Edible Garden		Mechanical Posters
Computing	Using and Applying	Programming Turtle Logo and Scratch	Online Safety Internet Research and Communication	Word Processing	Presentation Skills	Drawing and Desktop Publishing
PE	Gymnastics – linking movements together	Dance - Egyptians	Dance – The Romans	Gymnastics – Skills 1	Basketball	Athletics
PSHCE	Chicken Soup – Sticks and Stones	The Two Brothers – Ancient Egypt Story Tongue – The Power of Words (Anti-bullying)	The Earth in Our Hands – Carbon Footprint Refugees – The Stranger	The Clown of God Water Our Most Precious Resource	Animals that help each other Schools are for Learning	Go-givers Park – designing a park Peer Pressure: It's Your Choice (Anti-bullying)

St Anne's Primary School Year Four Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Science	Living Things and Their Habitats	Sound	States of Matter	Electricity	Animals Including Humans	Scientists and Inventors
History	Crime and Punishment (local)		Vikings and Anglo-Saxons		World War II	
Geography		Somewhere to Settle		What is it like in Manchester?		All Around the World
Healthy Minds (see PSHCE also)	**Values**: Unity, Tolerance. **RE:** Domestic Church, Judaism, Prayer **Caritas in Action**: Option for the Poor and Vulnerable	**Values:** Peace, Charity. **RE:** Baptism and Confirmation, Advent/Christmas **Caritas in Action:** Stewardship, The Dignity of Work	**Values:** Respect, Love. **RE:** Local Church, Eucharist **Caritas in Action:** Dignity of the Human Person	**Values:** Honesty, Forgiveness. **RE:** Islam, Lent and Easter, Prayer, Holy Week **Caritas in Action:** Family and Community	**Values:** Democracy, Freedom. **RE:** Reconciliation/Anointing of the Sick, Hinduism **Caritas in Action:** Solidarity and the Common Good	**Values:** Resilience, Aspiration. **RE:** Pentecost, Universal Church **Growing and Changing:** Personal Identity, Self-esteem, Friendships and Relationships, Growing Up, Body Changes, Hygiene, Personal Safety. **Caritas in Action**: Rights and Responsibilities
Music	Environments	Sounds	Poetry	Recycling	In the Past	Around the World
Art	Fruit and Vegetables		European Art and Artists	Bodies		
D&T		Great Bread Bake Off			Let's Go Fly a Kite	Juggling Balls
Computing	Word Processing	Animations	Online Safety	Scratch: Questions and Quizzes	Programming Turtle Logo	Using and Applying
PE	Hockey	Fundamental Skills	Gymnastics – floor and sequence	Gymnastics – floor and apparatus	Dance	Dance

PSHCE	The Golden Rule: Multi-faith Values Obesity Mediation: Resolving Conflict	Care for the Elderly Stressed Out Climate Change	Fair Trade What is a Charity? Family Break Up	The Gift of Light Animal Care Equal Opportunities	Invaders and Settlers Micro-organisms Going for Goals	It's a Good News Day Terrorism How should we farm?

St Anne's Primary School Year Five Curriculum Map

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer2**
Science	Forces	Earth and Space	Properties and Changes of Materials	Scientists and Inventors	Living Things and their Habitats	Animals Including Humans (SRE)
History		Ancient Greece		Stone Age to Iron Age		The Shang Dynasty
Geography	Magnificent Mountains		Enough for Everyone		Marvellous Maps	
Healthy Minds (see PSHCE also)	**Values**: Unity, Tolerance. **RE:** Domestic Church, Judaism, Prayer **Caritas in Action**: Option for the Poor and Vulnerable	**Values:** Peace, Charity. **RE:** Baptism and Confirmation, Advent/Christmas **Caritas in Action:** Stewardship, The Dignity of Work	**Values:** Respect, Love. **RE:** Local Church, Eucharist **Caritas in Action:** Dignity of the Human Person	**Values:** Honesty, Forgiveness. **RE:** Islam, Lent and Easter, Prayer, Holy Week **Caritas in Action:** Family and Community	**Values:** Democracy, Freedom. **RE:** Reconciliation/Anointing of the Sick, Hinduism **Caritas in Action:** Solidarity and the Common Good	**Values:** Resilience, Aspiration. **RE:** Pentecost, Universal Church **Growing and Changing:** Personal Identity, Self-esteem, Friendships and Relationships, Growing Up, Body Changes, Hygiene, Personal Safety. **Caritas in Action**:

						Rights and Responsibilities
Music	Our Community	Solar System	Keeping Healthy	At the Movies	Life Cycles	Celebration
Art	North American Art			Stone Age Art	Plants and Flowers	
D&T		Felt Phone Cases	Super Seasonal Cooking			Automata Animals
Computing	Scratch: Developing Games	Internet Research and Web Design	Online Safety	Flowol	3D Modelling: Sketch Up	Radio Station
PE	Gymnastics – Matching, mirroring and contrast	Dance – Space Race	Gymnastics – Partner Work: Under & Over	Dance – The Haka	Cricket	Athletics
PSHCE	Diversity: Identities Culture – The Roma Jealousy – The Green-eyed Monster	Famous Philanthropists Mali The Right to Education	Bereavement: Treasured memories Sustainable Development Keeping Safe in Cyber Space	Martin Luther King: Sacrificing all for the dream Mary Seacole and Florence Nightingale: Pioneering Nurses For and Against: Where do you stand?	Rights and Responsibilities: Getting the Balance Right Magna Carta Rights and Responsibilities: Freedom!	Mind Maze Dizzy Dilemmas Homophobia: Respecting our Differences

St Anne's Primary School Year Six Curriculum Map

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer2**
Science	Electricity	Evolution and Inheritance	Light	Animals Including Humans	Living Things and Their Habitats	Scientists and Inventors
History		Mayan Civilisation			Local Study	Leisure and Entertainment (Local)
Geography	The Amazing Americas		Raging Rivers	Our Changing World		
Healthy Minds (see PSHCE also)	**Values**: Unity, Tolerance. **RE:** Domestic Church, Judaism, Prayer **Caritas in Action**: Option for the Poor and Vulnerable	**Values:** Peace, Charity. **RE:** Baptism and Confirmation, Advent/Christmas **Caritas in Action:** Stewardship, The Dignity of Work	**Values:** Respect, Love. **RE:** Local Church, Eucharist **Caritas in Action:** Dignity of the Human Person	**Values:** Honesty, Forgiveness. **RE:** Islam, Lent and Easter, Prayer, Holy Week **Caritas in Action:** Family and Community	**Values:** Democracy, Freedom. **RE:** Reconciliation/Anointing of the Sick, Hinduism **Caritas in Action:** Solidarity and the Common Good	**Values:** Resilience, Aspiration. **RE:** Pentecost, Universal Church **Growing and Changing:** Personal Identity, Self-esteem, Friendships and Relationships, Growing Up, Body Changes, Hygiene, Personal Safety. **Caritas in Action**: Rights and Responsibilities
Music	World Unite	Journeys	Growth	Routes	Class Awards	Moving On
Art	South American Art			Wildlife Birds		The Seaside
D&T		Global Food	Programming Adventures		Marbellous Structures	
Computing	Spreadsheets	Kodu Programming	Online Safety	Scratch: Animated Stories	Film Making	Using and Applying
PE	Dance – Best of Britain	Gym – Control, balance and tension	Dance - Films	Gym – Group sequencing	Games – Striking and Fielding	Games - Athletics

PSHCE	Democracy Our Interconnected World Stressed Out	Bullying: Prepare to Stand Up and Stand Out Gandhi: Great Soul Stephen Lawrence: Long Search for Justice	Inspiring stories: Young Fundraisers and Campaigners Child Slavery: All for Profit Working for Peace	Strong Societies Understanding Cancer Why do we pay taxes?	Moral Values: When is Enough, Enough? The Benefits System Emergency	Hygiene During Puberty Knife Crime: Shielding from Harm Year 6 Transition

The Early Years Foundation Stage (EYFS)

At St Anne's Primary School, the EYFS is seen as an essential start to a child's formal schooling, whereby vital building blocks of life and learning are laid ready for Year One and upwards. We aim to give children the best possible start in life.

We recognise that young children are not passive learners. They enjoy participating in 'hands on' activities. They actively drive their own learning and development, by the choices they make, the interests they develop, the questions they ask, the knowledge they seek, and their motivation to act more competently. Children's choices and interests are the driving force for building knowledge, skills and understanding: by working and playing with other people, they are constantly learning about themselves and their social and cultural worlds. Children build positive identities through collaborative, caring relationships with other people, by managing and taking risks, 'having a go', experiencing success, developing resilience, and developing 'mastery' or 'can-do' attitudes. High-quality EYFS provision at St Anne's helps children to develop positive dispositions which lay the foundations for becoming lifelong successful learners in KS1 and KS2.

The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision across all seventeen areas of learning.

The EYFS Curriculum consists of the seven areas of Learning and Development.

In school there are three prime and four specific areas

The three prime areas of learning are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The four specific areas of learning are:

- Mathematics
- Literacy
- Understanding of the World
- Expressive Arts and Design

Religious Education is incorporated into the area of Understanding the World through the aspect of People and Communities.

Social, Moral, Spiritual and Cultural development, including the promotion of British Values are at the heart of our curriculum.

Early Years Topic Webs

Year A	Autumn 1 – All About Me	Autumn 2 – Christmas/Toys/ Teddy Bears/Polar Regions	Spring 1 – People Who Help Us Chinese New Year	Spring 2 – Fairytales	Summer 1 – Dinosaurs	Summer 2 – Farm Stand up to bullying
PSHE/SMSC Twinkl GoGivers	We are all different All about our feelings Every kind of family Autumn Changes	Litter – the picnic GoGivers Bear hunt Taking responsibility	Strangers and safer strangers Healthy living Medicines and drugs – get better soon	Truthfulness and honesty Friendship and what it means Rules – you can't do that here	Diversity in Britain: Save our Jack Personal hygiene Caring for pets	Selfish little Red Hen Farmyard Yoga All about kindness
Music	Our Senses	Growth and Change	Special People	Stories and Sounds	Moving Patterns	Working World
PE	N:Fundamental skills – Movement 1 R: Fundamental skills	N:Dance - Toys R: Dance - Toys	N: Gymnastics – travelling, stopping and making shapes R: Gymnastics - Flight	N: Fundamental Skills - balance R: Dance – Circus	N:Dance - Seasons R: Fundamental Skills - Target games	N: Gymnastics – Parts high and low R: Athletics
RE	Domestic Church Judaism Prayer Caritas in action	Belonging Advent and Christmas	Local Church Eucharist	Lent and Easter Prayer Holy Week Islam	Hinduism Friendship	Good News Universal Church

Year B	Autumn 1 – All About Me	Autumn 2 – Christmas/Toys/ Teddy Bears/Polar Regions	Spring 1 – Superheroes/Space Chinese New Year	Spring 2 – Under the sea	Summer 1 – Minibeasts	Summer 2 – Jungle/Zoo/Safari
PSHE/SMSC Twinkl GoGivers	We are all different All about our feelings Every kind of family	Litter – the picnic GoGivers Bear hunt Taking responsibility	Inspirational people Pollution – expedition to planet Blueball Rules – you can't do that here	Truthfulness and honesty Friendship and what it means Rainbow fish - sharing	Diversity in Britain: save our Jack Personal hygiene Disability: Stairs	Caring for pets All about kindness Farmyard Yoga
Music	Our Senses	Growth and Change	Working World	Going Places	Moving Patterns	Stories and Sounds
PE	N:Fundamental skills – Movement 1 R: Fundamental skills	N:Dance - Toys R: Dance - Toys	N: Gymnastics – travelling, stopping and making shapes R: Gymnastics - Flight	N: Fundamental Skills - balance R: Athletics	N: Gymnastics – Parts high and low R: Fundamental Skills - Target games	N: Dance - Jungle R: Dance – Jungle Book
RE	Domestic church Judaism Prayer Caritas in action	Belonging Advent and Christmas	Local Church Eucharist	Lent and Easter Prayer Holy Week Islam	Hinduism Friendship	Good News Universal Church

Special Educational Needs and Disabilities

Children with special educational needs and disabilities (SEND) are fully catered for at St Anne's Primary School in-line with the SEND Code of Practice (2014). They learn the full set of National Curriculum subjects including subjects such as Languages at KS2. We acknowledge that it is the quality first teaching given by the teacher that enables the children – including those with SEND – to make maximum progress. Therefore, teachers put the appropriate measures in place for this to happen to ensure that, wherever feasible, no child is left behind.

Where we identify that, due to one or more factors, a child is falling behind, measures are put in place to ensure that the child catches up. These measures are individual and personal to the needs of that child at that time and may be as small as altering an element of our classroom practice. Assessment and monitoring is conducted in-class to see the impact of the measurement.

When or if it is clear that impact has not been seen by universal practices, then it may be appropriate for an Improving Outcomes Plan to be put into place. An IOP assesses where a child is currently at in their English and/or Mathematical learning and sets target(s) that are appropriate for the child's development and progress. During the design and implementation of an IOP, parents and the SENDCo (Mrs Broderick) become involved; parents to support at home and the SENDCo to support and monitor in school.

The IOP – an exclusive means to ensure inclusion – will be reviewed at least half termly and amended as appropriate. Whilst the child is on an IOP, they will be on our SEND records. During an IOP, quality first teaching will still be taking place but the child may receive additional support in and out of the classroom and main lessons.

At this point, it is hoped that the child will catch up due to the relevant and purposeful practices put in place. If this does not happen, the SENDCo will become involved again as we look at what the next best steps are for that child, this could be through assessment and involvement from an external agency, for example The Educational Psychology Service (EPS). If there is still a limited amount of progress an Education Health Care Plan (EHCP) may be discussed with parents and the professionals involved.

On occasion a child's requirement for SEND Support stems from a difficulty in an area separate to their ability to make progress and retain information and they may need support from additional strategies or external agencies. This could be (but not exclusively) due to Autism, a Speech, Language or

Communication Need (SLCN), Visual Impairment (VI), Hearing Impairment (HI) or Physical disability. Where an external agency is involved or additional support is in place, the child will appear on our SEND records to ensure that the support is monitored and adapted when required. In this instance an EHCP may also be discussed with parents if it is felt to be beneficial to the child and the ability for them to access the most appropriate provision for their need.

Ultimately, St Anne's Primary School aims to ensure that every single child is fully catered for regardless of their age, gender, race, culture or ability. Where children do fall behind, we are pro-active in our actions.

Curriculum Leadership

The Senior Leadership Team (Headteacher, Deputy Headteacher and Assistant Headteachers, SENDCo) lead on the implementation of the curriculum mission and vision statement.

Non-core subject leaders, responsible for individual subjects, monitor and lead on their subjects and this management is also overseen by the Assistant Headteachers.

<table>
<tr><td>Art & DT
Miss Berry</td><td>Computing
Mr Moynihan</td><td rowspan="3">Healthy Minds
RE/Caritas – Mrs Greene
SMSC – Mrs Corcoran
Healthy Schools – Mrs Broderick
PSHE -
Miss Corcoran</td></tr>
<tr><td>Humanities
Miss Tustain</td><td>Music
Miss Sellers</td></tr>
<tr><td>Languages
Mrs Benedetti</td><td>Physical Education
Mr Crolla</td></tr>
</table>

Monitoring

Non-core subject leaders pre-plan when they are going to monitor their subjects (learning walks, book scrutinies and pupil voice). This pre-planning is to ensure that coverage of their curriculum takes place over the course of the academic year and that it is of a high standard. Feedback to teachers is always aimed to improve and enhance their pedagogic practice of the curriculum. Therefore, monitoring at St Anne's is always timely, purposeful, objective, free from bias and based on a range of evidence.

When judging a teacher's teaching pedagogy over time, the staff conducting the monitoring summarises 'What Went Well' and each practitioner is given targets

in the form of an 'Even Better If'. Practice worth sharing is also noted and signposted.

Ultimately, these principles will:

- demonstrate an ambitious vision, have high expectations for what all children can achieve and ensure high standards of provision through teaching, learning and feedback.

- improve and maintain staff practice across school linked to performance management and appropriate professional development for all.

- continue to monitor and evaluate the principles through self-evaluation so that there is continuous capacity for sustainable long-term improvement.

- provide a curriculum that is specifically tailored with breadth, challenge and depth so that it meets the statutory requirements, as well the needs and interest of children, staff and all stake holders.

- actively promote equality and diversity, tackle bullying and narrow gaps in achievement between different groups.

- display an open culture which promotes all aspects of pupils' welfare and promote learning about how to stay healthy (emotional and mental health), safe, keeping positive relationships and how to prevent misuse of technology.

Planning

From the long term planning that subject leaders devise, teaching staff organise the learning into learning journeys with stimulating and meaningful outcomes for the children. The learning content may be linked into a 'topic' or 'theme,' however, we as a school do not necessarily link every single subject together in tenuous, irrelevant ways: if there is a purposeful link between two or more subjects/objectives that will impact the learners positively, the links are exploited; if not, they are not.

Long term planning becomes more detailed in the form of medium term planning, where teachers devise their learning objectives and outcomes from the long term planning requirements. It is the intention that the medium term planning is a flexible, working document that may change as the unit progresses. Change and adaptations are possible because we acknowledge that the children's interests and needs should influence the exact content/outcomes of the unit.

We record what the children know already and what they would like to find out about the topic. Providing that by the end of an academic year all of the long term planning objectives have been covered, teachers have the autonomy to shape the learning journeys to the exact needs of the children.

Assessment

Within our daily practice, class teachers assess in a variety of formats:

- Formative: ongoing and cyclical which allows teachers to pitch subsequent lessons correctly; we use information from formative assessment to inform future planning and teaching, adapting lesson plans and content where appropriate.

- Summative: a snapshot of a pupil's performance at a given time, in a specific subject at a certain time. This form of assessment is usually in the form of a test and will generate a score or percentage that can be tracked.

- Diagnostic: analysis of summative tests that identify gaps in learning so that teachers can form relevant, well-tailored intervention groups or re-teach content if there is a need.

From these methods, teachers use an assessment tool called, 'Educater,' to record assessment information three times per year. This enables SLT and subject leaders to access and analyse attainment and progress data. It also allows teachers to identify gaps in pupil knowledge, helping them to pitch their planning more precisely.

Celebration of Excellence and Effort

The expectation is that all children behave at St Anne's and demonstrate the positive values all day, every day. When children meet and exceed the expectations in school, we celebrate their excellence and effort through different ways:

- **Spotted tickets**: children are awarded 'Spotted' tickets for being noticed when displaying good manners, acts of kindness, trying hard in hymn practice etc. The tickets are put into a weekly draw and selected out of the box on a Friday to choose a prize.

- **Weekly certificates:** each week the class teacher of each year group chooses a 'Star of the Week'. They are awarded a certificate during Friday's

assembly. Parents are sent a text to let them know so they can attend the assembly.

- **Privilege Card:** where children's work is of a high quality, privilege cards are awarded for pupils to show their work to the Head Teacher or Deputy Head Teacher. This work will then be displayed on the 'Incredible Work' wall.

- **House Points:** children are divided into four houses: St Cecilia, Saint Paul, Saint Thomas More and Saint Francis. Points are awarded in multiples of 10 and can be for many reasons including good behaviour, demonstrating fantastic listening skills, trying hard with class work, team work etc. The points are collected over a half term and added to the house total. Each half term Mr Owen leads a school disco for the winning house team.

Pupil Voice

Seeking the views of children is vital because it gains a comprehensive and child-focused insight into the curriculum that we deliver and the school that they attend. Since the school and its curriculum is ultimately for the benefit of the children, hearing their thoughts, views and opinions will allow us as staff to reflect upon the findings and, where needed, make adaptations or changes or seek to conduct further pupil voice research. Conducting pupil voice research will usually have a focus, for example, curriculum subject(s), teaching, learning, behaviour or lunchtimes. Children will speak to the relevant staff members and give their thoughts, often to a range of pre-set questions. The results of pupil voices are shared with staff as necessary to feedforward into school improvement.

St Anne's Curriculum – Enrichment

At St Anne's RC Primary School, we do not solely want children to succeed academically; we want to build and shape 'the whole child' because we recognise that children have many differing talents and abilities; we therefore foster knowledge, skills, abilities and understanding development in many non-statutory but highly important areas.

St Anne's enrichment opportunities sit side-by-side our delivery of The National Curriculum and offers children multiple experiences. The enrichment opportunities are a promise to: improve, enhance, develop and deepen our learners' world understanding. Under a multitude of categories, children are guaranteed to undertake a wide range of experiences from Nursery to Year Six to enrich their understanding of the world that is around them.

Performances	Visits and Visitors	Giving back to the community	Special Projects	Just Youth
RRSA	Traditions and Events	Making the most of the school grounds	Italian	

Values

St Anne's Primary School is a Values-based school. In order to give our children the opportunity to thrive socially, morally, personally and culturally, we underpin our practice with eleven carefully-chosen Values. In choosing our Values, we ensure that the Values reflect the needs of our children. Each Value is studied in-depth during one month: it is introduced and worked upon in-class and then consolidated and extended in Key Stage Collective Worship. The Values are not just taught in 'one off' lessons, although they do have dedicated Curriculum time and they are linked throughout the curriculum, especially through PSHE and RE. In actively teaching and promoting our Values, we aim for our children to develop into well-rounded individuals who care for themselves, others and society. Our eleven Values are:

Month	Value
September	Unity
October	Tolerance
November	Peace
December	Charity
January	Respect

February	Love
March	Honesty
April	Forgiveness
May	Democracy
June	Freedom/Aspiration
July	Resilience

Conclusion

Teachers and leaders at St Anne's RC Primary School are immensely proud of the curriculum that we have designed. Children enjoy and progress in a broad and balanced curriculum that promotes purposeful and exciting academic learning, enrichment experiences and fosters a healthy mind and body. Learning is well-planned, accurately assessed and robustly monitored to ensure that children at St Anne's RC Primary School have the best possible primary school experience.

Curriculum Area Overviews

Art and Design

Art and Design at St Anne's allows children to creatively express themselves by harnessing ideas that they themselves may already have whilst taking inspiration from some of the great artists, designers and architects that have lived. Children are engaged and inspired from this balance of freedom of expression and artwork that is already in the public domain. Art and Design objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of Art and Design results in St Anne's children being equipped with:

Knowledge

*of a range of materials

*of colours, patterns, textures, lines, shapes, forms and space

*of a range of artists, craft makers, architects and designers

Skills

*Creativity and imagination within completed artwork

*Developing ideas and communicating them visually

*Experimenting with ideas

*Working with others to gain insight and give/receive feedback

*Improving own learning – acting upon advice and feedback

*Mastering techniques of painting, collage, sculpture, drawing, print, textiles, digital media

Understanding

Critical thinking, including:

 sharing / development of ideas

 evaluation

 comparison

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Computing

Computing at St Anne's allows children to safely and responsibly work with a range of technology-based software and hardware to see the impact that this spectrum of technology has on our lives and the wider society. Children take part in learning with safe, real-life application processes so that they understand the artificial and digital systems that ease of our lives, expressing their digital literacy through the use of ICT. Ultimately, children of St Anne's leave KS2 with knowledge of how to be safe participants of the digital world. Computing objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of Computing results in St Anne's children being equipped with:

Knowledge of programming

*of abstraction

*of networks

*of hardware and software

of e-safety

Skills Creativity

*Developing, progressing and debugging programs (solving problems)

*Computer/digital literacy

*Safe, digital communication i.e. email, encouraging safe, secure collaboration

Understanding Critical thinking, including:

- analysis
- problem-solving
- evaluation
- application
- prediction
- reasoning

*E-safety

E-safety is concerned with a computer user's safety on the internet; it is the knowledge of how to maximise the user's personal safety whilst minimising security risks; in other words, e-safety is the self-protection from computer/online crime and danger in general. E-safety is taught and embedded throughout our Computing Curriculum at St Anne's, at an age appropriate level.

Key stage 1

Pupils should be taught to:

 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

 create and debug simple programs

 use logical reasoning to predict the behaviour of simple programs

 use technology purposefully to create, organise, store, manipulate and retrieve digital content

 recognise common uses of information technology beyond school

 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key stage 2

Pupils should be taught to:

 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

 use sequence, selection, and repetition in programs; work with variables and various forms of input and output

 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Design and Technology

Design and Technology at St Anne's will ensure that by the time children leave at the end of KS2, they will be able to actively participate in the technological world. Our Design and Technology Curriculum allows children make products that solve real and relevant problems within a variety of contexts based on a well-thought, child-led design brief and specification. Meaningful and purposeful cross-curricular links are made with Art and Design, Maths and Science to support children's breadth and depth of understanding, so children communicate their learning in a range of forms. Design and Technology objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of Design and Technology results in St Anne's children being equipped with:

Knowledge

*of past/existing products, inventions and inventors, and their impact on daily life and the wider world

*of technical and practical methods to construct

*of tools and equipment

*of materials and components, including mechanisms and electrics

*of nutrition, diet, food sources and how to cook healthily

Skills

*Creativity and imagination

*Designing and communicating physical ideas

*Making and constructing (technical and practical)

*Application of number i.e. measurements

*Evaluating

*Working with others to gain insight and give/receive feedback

*Improving own learning – acting upon advice and feedback

Understanding

Critical thinking, including:

 risk-taking

 resourcefulness

 innovation

 enterprise

 critical evaluation and testing of ideas

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

 design purposeful, functional, appealing products for themselves and other users based on design criteria

 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

 explore and evaluate a range of existing products evaluate their ideas and products against design criteria

Technical knowledge

 build structures, exploring how they can be made stronger, stiffer and more stable

 explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

 use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

 select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

 investigate and analyse a range of existing products

 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

 understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

 apply their understanding of how to strengthen, stiffen and reinforce more complex structures

 understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

 understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

 apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

 use the basic principles of a healthy and varied diet to prepare dishes

 understand where food comes from.

Key stage 2

 understand and apply the principles of a healthy and varied diet

 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Geography

Geography at St Anne's fosters children's curiosity and fascination of the world and its people. Children take part in learning about the diverse places, people, resources and natural and human environments across the world. Through Geography, children learn to care about the world around them as they study the impact of humans on the physical world and the interaction that the two have. Geography objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of Geography results in St Anne's children being equipped with:

Knowledge

*of locations including, continents, oceans, countries and capital cities

*of places across the world

*of human and physical geography

Skills

*Using maps (including digital maps), atlases and globes

*Using compasses

*Using aerial photographs

*Application of number, i.e. engaging in fieldwork

*Information Technology i.e. digital mapping

Understanding

Critical thinking, including:

*collecting

*analysing

*communicating

*interpretation

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to

human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

History

History offers learners a wealth of opportunities to progress in their world understanding and not least from a historical stance. History inspires curiosity which allows children to gain perspective from the judgements that they make – judgments made from primary and secondary historical evidence and sources. Through the study of History across the world and different time periods, children gain a sense of personal and national identity and can see the issues that are still troubling the world today whilst avoiding an anachronistic stance on these issues. History objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of History results in St Anne's children being equipped with:

Knowledge

*of chronology

*of significant individuals

*of locational history

*of changes in Britain from the Stone Age to the Iron Age

*of the Roman Empire and its impact on Britain

*of Britain's settlement by Anglo-Saxons and Scots

*of the Viking and Anglo-Saxon struggle for England

*of an aspect or theme of British History beyond 1066

*of the achievements of the earliest civilizations

*of Ancient Greece

*of a non-European society that contrasts with British History

Skills

*Empathy

*Anachronistic

*Cause and effect

*Change and continuity

*Written communication

Understanding

Critical thinking, including:

*enquiry

*judgement

*evaluation

*analysis

*interpretation

*making connections and contrasts

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

 events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter

Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

 significant historical events, people and places in their own locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

 changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

*late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

*Bronze Age religion, technology and travel, for example, Stonehenge

*Iron Age hill forts: tribal kingdoms, farming, art and culture

* the Roman Empire and its impact on Britain

Examples (non-statutory)

This could include:

*Julius Caesar's attempted invasion in 55-54 BC

*the Roman Empire by AD 42 and the power of its army

*successful invasion by Claudius and conquest, including Hadrian's Wall

*British resistance, for example, Boudica

*'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

*Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

*Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire

*Scots invasions from Ireland to north Britain (now Scotland)

*Anglo-Saxon invasions, settlements and kingdoms: place names and village life

*Anglo-Saxon art and culture

*Christian conversion – Canterbury, Iona and Lindisfarne

*the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This could include:

*Viking raids and invasion

*resistance by Alfred the Great and Athelstan, first king of England

*further Viking invasions and Danegeld

*Anglo-Saxon laws and justice

*Edward the Confessor and his death in 1066

*a local history study

Examples (non-statutory)

*a depth study linked to one of the British areas of study listed above

*a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

*a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

*a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

*the changing power of monarchs using case studies such as John, Anne and Victoria

*changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

*the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

*a significant turning point in British history, for example, the first railways or the Battle of Britain

*the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

*Ancient Greece – a study of Greek life and achievements and their influence on the western world

*a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Music

With over thirty languages, cultures and communities at St Anne's RC Primary School, we recognise how music is a universal language and can bind and bring our school community together by having a Music Curriculum that inspires our children to develop a love of, and talent for, music. We follow the Music Express curriculum for Music from Foundation to Year 6. We teach singing across all Key Stages as well as teaching children how to play both tuned and untuned instruments, encouraging creativity and confidence in performing along the way. Music objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of Music results in St Anne's children being equipped with:

Knowledge

*of music: pitch, duration, dynamics, tempo, timbre, texture, structure and notations of a history of music and its traditions

Skills

*Perform: independently and co-operatively, communicating ideas through performances

*Listen

*Review

*Working with others to gain insight and give/receive feedback

*Improving own learning – acting upon advice and feedback

*Create: experiment, improvise and compose

Understanding

*Critical thinking, including:

*Appreciation of music

*Appraisal of music

Key stage 1

Pupils should be taught to:

 use their voices expressively and creatively by singing songs and speaking chants and rhymes

 play tuned and untuned instruments musically

 listen with concentration and understanding to a range of high-quality live and recorded music

 experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

 improvise and compose music for a range of purposes using the inter-related dimensions of music

 listen with attention to detail and recall sounds with increasing aural memory

 use and understand staff and other musical notations

 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

 develop an understanding of the history of music.

Physical Education

At St Anne's Primary School, Physical Education (P.E.) ensures that our children have the knowledge to begin and maintain a healthy lifestyle. Through competitive sports, which promote individual and co-operative skills, children are taught to become physically active for sustained periods of time. The main aim of our P.E. Curriculum is to inspire children to be physically confident in their abilities in order to then challenge themselves to beat others in competitions and out-do their personal bests. We want P.E. to build character and leave active, healthy lives. P.E. objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys, specifically linking to Science and Healthy Mind, Healthy Body – our curriculum supports health and fitness. Teaching the statutory knowledge, skills and understanding of P.E. results in St Anne's children being equipped with:

Knowledge

*of running, jumping, catching and throwing

*of balance, agility and co-ordination

*of flexibility, strength, technique, control and balance

*of attacking and defending games

*of dance

*of competitive games

*of swimming and water safety

Skills

*Independence

*Co-operation

*Application

*Combination

*Communication

*Working with others to gain insight and give/receive feedback

*Improving own learning – acting upon advice and feedback

Understanding

***Critical thinking, including:**

***Analysis**

***Reflectiveness**

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

 master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

 participate in team games, developing simple tactics for attacking and defending

 perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

 use running, jumping, throwing and catching in isolation and in combination

 play competitive games, modified where appropriate [for example, badminton,

basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

 perform dances using a range of movement patterns

 take part in outdoor and adventurous activity challenges both individually and within a team

 compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In our school we take part in swimming lessons in Year 4.

In particular, pupils should be taught to:

 swim competently, confidently and proficiently over a distance of at least 25 metres

 use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

 perform safe self-rescue in different water-based situations.

Science

Through our teaching and learning of Science, children develop a sense of excitement and curiosity about natural phenomena and whilst there are often answers in Science, this knowledge is only as good as the latest, accepted theory and so children are encouraged to question evidence and discoveries from the scientific greats of the past and present.

During learning, the knowledge, methods, processes and uses of Science are taught and learnt in a variety of contexts. We apply constructivist theory to many areas of our Curriculum and especially Science, acknowledging that children are not 'empty vessels' that come to school to be 'filled' with 'real, correct Science.' Children question and often lead the line of scientific enquiry. Ultimately, learning is an active, not passive process, and teachers facilitate this learning, helping children to deepen their scientific understanding.

Science objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of Science results in St Anne's children being equipped with:

Knowledge

*of plants

*of animals, including humans

*of everyday materials – their properties and how they change

*of seasonal changes

*of living things and their habitats

*of rocks

*of light

*of forces and magnets

*of states of matter

*of sound

*of electricity

*of Earth and space

*of evolution and inheritance

Skills

Working scientifically:

 asking questions and problem solving

 predicting

 observation and working with others

 testing and taking measurements through using and applying number

 identifying and classifying

 making suggestions

 gathering, recording and reporting data – communicating all of this scientific understanding

Understanding

Critical thinking, including:

 enquiry

 analysis

 evaluation

 making connections and contrasts

Key Stage 1

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

'Working scientifically' is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Key stage 1 programme of study – years 1 and 2

Working scientifically

Statutory requirements

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Year 1 programme of study

Plants

Statutory requirements

Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals, including humans

Statutory requirements

Pupils should be taught to:

 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

 identify and name a variety of common animals that are carnivores, herbivores and omnivores

 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday materials

Statutory requirements

Pupils should be taught to:

 distinguish between an object and the material from which it is made

 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

 describe the simple physical properties of a variety of everyday materials

 compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal changes

Statutory requirements

Pupils should be taught to:

 observe changes across the four seasons

 observe and describe weather associated with the seasons and how day length varies

Year 2 programme of study

Living things and their habitats

Statutory requirements

Pupils should be taught to:

 explore and compare the differences between things that are living, dead, and things that have never been alive

 identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

 identify and name a variety of plants and animals in their habitats, including microhabitats

 describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Plants

Statutory requirements

Pupils should be taught to:

 observe and describe how seeds and bulbs grow into mature plants

 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Animals, including humans

Statutory requirements

Pupils should be taught to:

 notice that animals, including humans, have offspring which grow into adults

 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Uses of everyday materials

Statutory requirements

Pupils should be taught to:

 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Lower key stage 2 – years 3 and 4

The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

'Working scientifically' is described separately at the beginning of the programme of study, but must **always** be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.

Lower key stage 2 programme of study

Working scientifically

Statutory requirements

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

 asking relevant questions and using different types of scientific enquiries to answer them

 setting up simple practical enquiries, comparative and fair tests

 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

 identifying differences, similarities or changes related to simple scientific ideas and processes

 using straightforward scientific evidence to answer questions or to support their findings.

Year 3 programme of study

Plants

Statutory requirements

Pupils should be taught to:

 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

 explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

 investigate the way in which water is transported within plants

 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals, including humans

Statutory requirements

Pupils should be taught to:

 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

 identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Rocks

Statutory requirements

Pupils should be taught to:

 compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

 describe in simple terms how fossils are formed when things that have lived are trapped within rock

 recognise that soils are made from rocks and organic matter.

Light

Statutory requirements

Pupils should be taught to:

 recognise that they need light in order to see things and that dark is the absence of light

 notice that light is reflected from surfaces

 recognise that light from the sun can be dangerous and that there are ways to protect their eyes

 recognise that shadows are formed when the light from a light source is blocked by an opaque object

 find patterns in the way that the size of shadows change.

Forces and magnets

Statutory requirements

Pupils should be taught to:

 compare how things move on different surfaces

 notice that some forces need contact between two objects, but magnetic forces can act at a distance

 observe how magnets attract or repel each other and attract some materials and not others

 compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

 describe magnets as having two poles

 predict whether two magnets will attract or repel each other, depending on which poles are facing.

Year 4 programme of study

Living things and their habitats

Statutory requirements

Pupils should be taught to:

 recognise that living things can be grouped in a variety of ways

 explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

 recognise that environments can change and that this can sometimes pose dangers to living things.

Animals, including humans

Statutory requirements

Pupils should be taught to:

 describe the simple functions of the basic parts of the digestive system in humans

 identify the different types of teeth in humans and their simple functions

 construct and interpret a variety of food chains, identifying producers, predators and prey.

States of matter

Statutory requirements

Pupils should be taught to:

 compare and group materials together, according to whether they are solids, liquids or gases

 observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

 identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound

Statutory requirements

Pupils should be taught to:

 identify how sounds are made, associating some of them with something vibrating

 recognise that vibrations from sounds travel through a medium to the ear

 find patterns between the pitch of a sound and features of the object that produced it

 find patterns between the volume of a sound and the strength of the vibrations that produced it

 recognise that sounds get fainter as the distance from the sound source increases.

Electricity

Statutory requirements

Pupils should be taught to:

 identify common appliances that run on electricity

 construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

 identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

 recognise some common conductors and insulators, and associate metals with being good conductors.

Upper key stage 2 – years 5 and 6

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

'Working and thinking scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read, spell and pronounce scientific vocabulary correctly.

Upper key stage 2 programme of study

Working scientifically

Statutory requirements

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

 using test results to make predictions to set up further comparative and fair tests

 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

 identifying scientific evidence that has been used to support or refute ideas or arguments.

Year 5 programme of study

Living things and their habitats

Statutory requirements

Pupils should be taught to:

 describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

 describe the life process of reproduction in some plants and animals.

Animals, including humans

Statutory requirements

Pupils should be taught to:

 describe the changes as humans develop to old age.

Properties and changes of materials

Statutory requirements

Pupils should be taught to:

 compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

 use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

 demonstrate that dissolving, mixing and changes of state are reversible changes

 explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Earth and space

Statutory requirements

Pupils should be taught to:

 describe the movement of the Earth, and other planets, relative to the Sun in the solar system

 describe the movement of the Moon relative to the Earth

 describe the Sun, Earth and Moon as approximately spherical bodies

 use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Forces

Statutory requirements

Pupils should be taught to:

 explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

 identify the effects of air resistance, water resistance and friction, that act between moving surfaces

 recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Year 6 programme of study

Living things and their habitats

Statutory requirements

Pupils should be taught to:

 describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals

 give reasons for classifying plants and animals based on specific characteristics.

Animals including humans

Statutory requirements

Pupils should be taught to:

 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

 describe the ways in which nutrients and water are transported within animals, including humans.

Evolution and inheritance

Statutory requirements

Pupils should be taught to:

 recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Light

Statutory requirements

Pupils should be taught to:

 recognise that light appears to travel in straight lines

 use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

 explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Electricity

Statutory requirements

Pupils should be taught to:

 associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

 compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

 use recognised symbols when representing a simple circuit in a diagram.

Languages

There are over thirty languages that are spoken at St.Anne's Primary School. We know that by sharing and celebrating these diverse languages, children (regardless of their cultural background) children will never feel isolated; in fact, they will feel part of a wider school community where there is an opening to many other cultures around them, deepening world understanding.

We teach Italian at St Anne's Primary School in Key Stage 2, due to the past connection between Italy and Ancoats and this teaching and learning fosters further curiosity of Languages and provides children with a solid foundation for studying further Languages at KS3.

Languages objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of Languages results in St Anne's children being equipped with:

Knowledge

*of vocabulary

*of pronunciation and intonation

*of grammatical structures

*of stories, songs, poems and rhyme

Skills

*Expression of ideas and thoughts

*Communication – speaking and listening

*Working with others to gain insight and give/receive feedback

*Improving own learning – acting upon advice and feedback

*Application

Understanding

*Understanding of Italian leading to responses in speech and writing

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Greetings Introductions Numbers 1-20 How old are you?	Parts of the body Names Christmas	Seasons Weather	Colours Animals Easter	Days of the week Fruit & Vegetables	Family Song: Giro Giro Tondo

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Greetings Introductions Numbers 1-20 How old are you?	Days of the week Christmas	Seasons Months Dates	Colours Shapes Easter	The face Parts of the Body	Family Song: He's Got the Whole World

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Greetings Introductions Numbers 1-50 Where do you live?	Days of the week Christmas Song: Silent Night	Seasons Months Dates	Eating and drinking Easter	The face Parts of the body	Simple conversations Games

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Greetings Introductions Numbers 1-50 Where do you live?	Days of the week Christmas Song: Silent Night	Seasons Months Dates	Eating and drinking Easter	Alphabet How do you spell that? Famous Italians	Simple conversations Games

Religious Education

At St. Anne's Religious Education is at the heart of our curriculum with all education provision rooted in a religious understanding of the Gospels. As a Catholic school religious education serves as an important contribution to the faith development of our pupils. We see our role as supporting parents in leading their children to a greater understanding of who God is and to celebrating with deeper faith and more understanding the liturgy of the Church.

Religious Education is taught in line with Diocesan guidelines and we use the 'Come and See' scheme, based on the theological foundations of the Second Vatican Council, the Catholic Catechism, the Bishops' Conference and the revised RE Curriculum Directory and it includes Catholic attainment levels. The aim of this programme is to explore the religious dimensions of questions about life, dignity and purpose within the Catholic tradition. Religious Education is taught discretely and developmentally. We engage with their own and others beliefs and values to help them develop good attitudes. We teach the pupils to engage with difficult questions and offer the children a strong sense of self.

Overview of Content

'Come and See' is developed through three themes based on the documents of the Second Vatican Council, which are gradually explored each time at greater depths. They are Church, Sacrament and Christian living. The basic question belief for each season time is explored through three kinds of themes:

*Community of faith – Church

*Celebration in ritual - Sacraments

*Way of life - Christian Living I

The Process - Knowledge/Understanding/Attitudes

The process for delivering the topics in 'Come and See' has three stages – Explore, Reveal and Respond which enable pupils to develop knowledge, understanding, skills and attitudes.

EXPLORE - This is the introduction to the topic where the children's life experience is explored, the question (s) it raises are wondered at, shared, investigated and their significance reflected upon. In this way the children are

led to a deeper understanding, clearer vision and the discovery of significance and value of the experiential events of everyday life.

REVEAL - This is the heart of the programme where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living.

RESPOND - This is where the learning is assimilated, celebrated and responded to in daily life.

As well as covering the delivery of Catholic Education, 'Come and See' also contains the resources and units required for us to teach children about other world religions, in order that they develop an appreciation for faith in a wider sense and are appreciative and respectful of the religious beliefs, practices and observances of others thus enabling them to be responsible and constructive members of the multi-cultural, multi-faith society in which they live.

A range of teaching strategies, learning methodologies and differentiated activities are employed depending on the needs and abilities of the children and the nature of the tasks being undertaken. Approaches will include whole class teaching, group activities and individual work. Children will have opportunities to work individually as well as co-operatively and collaboratively, developing their own knowledge and expertise as well as sharing their experiences with others. All work will involve thought provoking reflection and discussion, encouraging the children to develop their moral and spiritual consciences. Teachers are encouraged to make cross curricular links when planning R.E., incorporating opportunities for Speaking and Listening, Art and Design, ICT and extended writing where appropriate.

Pupils are assessed informally throughout the year with formal assessment tasks undertaken at the end of each term.

See 'Come and See' overview below.

'Caritas in Action' materials are used to learn about the different themes related to Catholic social justice such as

Theme 1 - The dignity of the Human Person

Theme 2 - Family and Community

Theme 3 - Solidarity and the Common Good

Theme 4 - Rights and Responsibilities

Theme 5 - Option for the Poor and Vulnerable

Theme 6 - The dignity of Work

Theme 7 - Stewardship

Each half term the whole school spends one day focussing on a particular theme with a celebratory assembly held at the end of the day to share the work completed.

Prayer and Worship

As well as daily prayers all classes have planned acts of Collective Worship each Tuesday with pupils in Key Stage 2 taking turns at planning the worship.

Every Thursday all pupils from Year 1 to Year 6 attend Mass in St. Anne's RC Church. Each Mass is planned and led by a different class and is attended by members of St. Anne's parish as well as parents. After Mass the priest visits school to spend time in a specific class and to talk to pupils.

Whole school assemblies are held twice a week. Monday's assembly is religious based – usually on the Gospel from the day before and Friday's assemblies alternate between being class led or reward assemblies. Parents are invited to the Friday assemblies.

Enrichment

Every Tuesday Just Youth spend a whole day in school supporting each class to enrich the RE curriculum using practical and creative activities.

The team from Just Youth also support the Year 3 pupils through the Sacramental Programme by devoting a day during the Autumn term to prepare for the sacrament of Reconciliation and a day in the summer term to prepare for the sacrament of Holy Communion.

Additionally pupils in Years 3 to Year 6 attend retreats at the Just Youth centre in Salford and the Marist centre in Chorlton.

PSHE

Whilst PSHCE education is not a statutory requirement, at St Anne's we believe that it promotes the Spiritual, Moral, Social, Cultural, Mental and Physical development of pupils at our school and prepares pupils for the opportunities, responsibilities and experiences of later life.

We currently follow the 'Young Citizens - Go Givers' cross curricular PSHCE and Citizenship programme, raising standards across the curriculum by stimulating children's imaginations, developing empathy and providing opportunities for critical thinking and problem solving.

The curriculum:

- Deals with real issues of concern to children
- Helps children recognise and explore their talents and values
- Develops understanding towards other people
- Empowers children to become proactive citizens
- Raises aspirations and prepares children for the wider world

At the end of each academic year, children also learn through the Manchester Healthy Schools Partnership programme: 'Growing and Changing'. This helps children to learn about keeping themselves healthy and safe as well as learning about how our bodies change as we get older. As part of this unit of work, the school also uses the Barnardo's resource: "Real Love Rocks" addressing issues around grooming and child sexual exploitation.

Healthy Schools MANCHESTER

RealLoveRocks

Believe in children Barnardo's