

OUR LADY'S CATHOLIC PRIMARY SCHOOL



We ASPIRE that through the love of Jesus everyone should
"have life and have it to the full".

John 10:10

CURRICULUM



'have life and have it to the full'

Curriculum Statement

At Our Lady's Primary School, our curriculum is rooted in our Catholic faith and shaped by our commitment to ensure that every child flourishes. Through a broad, ambitious and carefully sequenced education, we enable pupils to grow academically, spiritually, socially and emotionally.

Grounded in our Vision that through the love of Jesus everyone should "have life and have it to the full" (John 10:10), our curriculum develops confident communicators, curious learners, thoughtful thinkers and compassionate individuals. From Early Years to Year 6, we provide the knowledge, skills and character formation necessary for pupils to succeed in secondary education and contribute positively to society.

Our Vision

We aspire that through the love of Jesus everyone should "have life and have it to the full." (John 10:10)

Our vision is at the heart of everything we do. It reminds us that every child is a unique gift from God, with their own talents, strengths and potential. Through the love of Jesus, we nurture children academically, spiritually, socially and emotionally — helping them grow in confidence, joy and purpose.

Our Mission

We bring our vision to life by:

- Providing a safe, welcoming and nurturing environment where every child feels known and valued.
- Supporting each child to be the best they can be, encouraging curiosity, creativity and resilience alongside strong academic achievement.
- Working closely with families, the parish and the wider community so every child experiences love, care and guidance.
- Encouraging children to grow in faith, kindness, responsibility and hope, helping them make positive choices and contribute meaningfully to the world around them.

CURRICULUM INTENT

Our curriculum is the practical expression of our Vision and Mission. It is ambitious, inclusive and carefully sequenced to ensure that every child flourishes academically, spiritually, socially and emotionally.

Through high-quality teaching from Early Years to Year 6, we secure strong academic achievement, develop confident and articulate learners, and nurture faith, character and responsibility so that all pupils are equipped to live life to the full.



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Our Curriculum Pillars

Our curriculum is organised around four Curriculum Pillars. These pillars describe the type of young people we seek to form.

Speak – Eloquent & Courageous Communicators



Children develop strong communication skills so they can articulate ideas, express faith, participate in discussion and contribute confidently to society.

Wonder – Curious & Active Learners



Children ask questions, explore deeply and engage with awe and curiosity in their learning and in God's world.

Try – Learned & Wise Thinkers



Children build secure knowledge, think critically, make connections and persevere through challenge.

Care – Resilient, Hopeful & Compassionate Individuals



Children demonstrate kindness, integrity and responsibility, rooted in faith and respect for others.

These pillars run through every subject, every phase and every aspect of school life.

Quality of Education

Intent

Our curriculum:

- Is ambitious and inclusive for all pupils, including disadvantaged pupils, SEND learners and those with EAL.
- Is coherently planned and sequenced from Nursery to Year 6.
- Ensures progression in substantive and disciplinary knowledge.
- Prioritises reading, vocabulary and communication.
- Develops both academic excellence and personal formation.



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In Early Years, we prioritise communication and language, early reading through systematic synthetic phonics, early mathematics, and personal development to secure strong foundations for Key Stage 1.

Implementation

Our curriculum is implemented through deliberate, consistent and high-quality teaching practice across all phases.

Curriculum Design

- Clearly sequenced long-term plans from Nursery to Year 6 ensure coherent progression in knowledge and skills.
- Substantive and disciplinary knowledge is explicitly identified within each subject.
- Vocabulary is carefully mapped and systematically taught.
- Retrieval practice is embedded to strengthen long-term memory and secure retention.
- Reading is prioritised across the curriculum as the gateway to learning.

Teaching and Learning

- Teachers use explicit instruction, clear modelling and guided practice to secure understanding.
- Structured talk and deliberate development of oracy strengthen communication and reasoning.
- Adaptive teaching ensures full curriculum access for disadvantaged pupils, SEND learners and those with EAL.
- High expectations of effort, conduct and presentation are consistently upheld.

Early Years Implementation

- A coherent curriculum from Nursery to Reception secures strong foundations.
- Communication and language are prioritised through high-quality adult interaction.
- Systematic synthetic phonics is delivered with rigour and fidelity.
- Continuous provision is purposeful and directly linked to curriculum intent.

Enrichment and Wider Development

- Educational visits, visitors and cultural experiences broaden pupils' horizons.
- Leadership, service and pupil voice opportunities strengthen responsibility and confidence.
- Parish and community partnerships reinforce belonging and faith formation.

Implementation is monitored through subject leadership, professional dialogue, lesson visits, work scrutiny and ongoing assessment.

Impact

Leaders evaluate the impact of the curriculum through robust triangulation of assessment information, work scrutiny, lesson visits and pupil voice.

We expect to see clear evidence that pupils know more, remember more and can apply their learning with increasing independence.



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Academic Impact

- Strong progress from individual starting points.
- Diminishing gaps between groups, including disadvantaged and EAL pupils.
- Secure retention of key knowledge over time.
- Increasing fluency and accuracy in reading, writing and mathematics.

Speak – Communication Impact

- Pupils articulate ideas clearly, using subject-specific vocabulary accurately.
- Increasing confidence in discussion, explanation and debate.
- Growing fluency in spoken English for EAL learners.

Try – Thinking Impact

- Accurate recall of prior learning.
- Evidence of deeper reasoning, problem-solving and application.
- Reduced reliance on scaffolding as independence increases.

Wonder – Engagement Impact

- High levels of participation and sustained concentration.
- Pupils asking purposeful, relevant questions.
- Positive attitudes towards challenge and learning.

Care – Character Impact

- Compassionate and respectful conduct.
- Resilience in the face of difficulty.
- Active contribution to school, parish and community life.

Early Years Impact

- Strong progress from baseline assessments.
- Secure early reading and mathematical foundations.
- Children demonstrating independence, self-regulation and readiness for Year 1.

Impact is reviewed regularly through pupil progress meetings, subject reviews and strategic evaluation to ensure continuous improvement.

Attendance and Behaviour

Intent

We expect pupils to attend regularly, behave responsibly and demonstrate positive attitudes to learning.

Implementation

- Rigorous attendance monitoring and early intervention.
- Clear behaviour systems rooted in dignity and restorative practice.
- Consistent routines and expectations across the school.
- Explicit teaching of self-regulation from Early Years.



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Impact

- Improving attendance and reduction in persistent absence.
- Calm, purposeful learning environments.
- Pupils who feel safe, valued and ready to learn.

Personal Development and Wellbeing

Intent

We develop confident, morally responsible and spiritually aware pupils.

Implementation

- Comprehensive PSHE and RSE curriculum.
- Collective worship and spiritual reflection.
- Teaching of British values and Catholic Social Teaching.
- Leadership and service opportunities.
- Strong pastoral care and wellbeing support.

Impact

- Pupils demonstrate empathy, tolerance and moral reasoning.
- Strong relationships across the school community.
- Pupils prepared to contribute positively to society.

Leadership and Oversight

Leaders ensure:

- The curriculum remains ambitious and inclusive.
- Subject leaders monitor progression and standards.
- Staff receive high-quality professional development.
- Safeguarding culture is strong and proactive.
- Continuous evaluation drives ongoing improvement.

Summary

At Our Lady's Primary School, our curriculum enables children to grow, learn and flourish. Through Speak, Wonder, Try and Care, we form articulate, knowledgeable, resilient and compassionate young people who are equipped to live life to the full.