



Foundation Curriculum Intent, Implementation and impact document

Art and Design

Leader: (Gaby Dale) Cheryl Fullard

Intent

Our children will leave St.Mary's Catholic Primary School having had a wide variety of experiences within the Arts, where all their senses have been engaged and stimulated. Our curriculum allows the children to revisit and build on technical skills to a mastery level of understanding. Our progression of substantive and disciplinary knowledge is followed to ensure this builds over time.

Through our teaching of Art and Design at St.Mary's Catholic Primary school, we aim to engage, challenge and inspire all pupils, valuing individuality, choice making and expressiveness.

- Pupils have access to an Art & design curriculum, specifically structured to meet the objectives of the National Curriculum programme of study and following a clearly designed progression of substantive and disciplinary knowledge, focusing on key skills development.
- Our topics, lessons and outdoor learning environments give our children new and varied experiences.
- Pupils have a chance to discuss and consider a wide variety of art in different medium, including, clay, paint, pencil, charcoal, textiles and sculpture.
- In creating, designing and making children explore colour, line, shape, space, form, texture, pattern and space in two and three dimensions.
- Pupils know how to use resources and tools to create artwork and do so with safety in mind.
- Children are supported to develop their confidence and pride in their creative achievements, whilst developing empathy and making choices exemplified by our 'intent' wheel.
- Pupils plan, research and think critically, developing a more rigorous understanding as they progress.
- All pupils have the opportunity to review, reflect and revisit their own creativity through their sketchbooks, taking moments to evaluate, consider, reflect and question.
- Pupils know about the life and work of significant artists from the past as well as contemporary artists.
- They have a global view of Art & design, exploring how artists' work reflects their Country and culture.
- Pupils also have a local view of Art & design. They explore the work of local artists and participate in visits within our locality.
- We encourage expression of thought, feelings and ideas both in their own work and in response to famous artists, whilst encouraging the language of art, craft and design.
- Pupils make links between their learning in Art & design and other learning, such as, History, Geography, DT, Maths, Computing and Science.

Implementation

At St. Mary's Catholic Primary School, Art and Design is delivered through a carefully sequenced curriculum which ensures pupils develop a secure understanding of both substantive knowledge

(such as techniques and media) and disciplinary knowledge (such as evaluating and interpreting artwork). Lessons are designed to progressively build skills, with opportunities for pupils to revisit and deepen their understanding over time. Teachers follow a clear progression framework, using high-quality resources and modelling techniques to ensure that all children can achieve mastery in their art education. We have chosen to follow the Access Art programme which we believe matches our intent for art.

Sketchbooks are used throughout the school to record ideas, practise techniques and reflect on personal progress. These are valued as working documents, allowing children to review, revisit and refine their artistic thinking. Children work with a wide range of materials, including clay, charcoal, textiles, and digital media, and are given regular opportunities to create in both two and three dimensions.

The curriculum is enriched through links with other subjects, outdoor learning, visits to local galleries, and engagement with local and global artists. Displays celebrate individuality and creativity, fostering pride and confidence. All pupils are encouraged to express their ideas and emotions visually, while developing a critical understanding of art from different times, places, and cultures.

Impact

As a result of our rich and carefully structured Art and Design curriculum, pupils at St. Mary's Catholic Primary School develop into confident, creative individuals with a strong sense of self-expression and appreciation for the arts. They are able to talk with confidence about their artwork, reflecting thoughtfully on their choices and outcomes using appropriate artistic vocabulary.

Through their sketchbooks and completed pieces, children demonstrate clear progression in their technical skills and conceptual understanding. They become resilient artists who can take creative risks, respond to feedback, and show pride in their achievements. The emphasis on both process and product ensures that all pupils, including those with SEND, make sustained progress over time.

Our pupils leave St. Mary's with a broad understanding of how art reflects and shapes our history and culture, and they are able to make connections between the work of significant artists—both local and global—and their own creative responses. They recognise the value of art across the curriculum and in the wider world.

Ultimately, pupils see themselves as artists and creators. They leave us with a lifelong appreciation of the arts, equipped with the knowledge, skills, and confidence to continue their creative journeys.

Computing

Leader: Dan Buckingham

Intent

At St. Mary's Catholic Primary School, Falmouth, our intent is to provide a Computing curriculum that equips all pupils with the essential knowledge and skills to thrive in an increasingly digital world. We aim to develop confident, creative and responsible users of technology who are digitally literate and able to adapt to future technological change.

We believe that Computing is vital for children's future success, both academically and in their wider lives. Our curriculum is designed to nurture curiosity, logical thinking, problem-solving and creativity. Through a broad and balanced Computing education, pupils will learn to understand how digital systems work, how to use technology purposefully, and how to stay safe online.

We are committed to ensuring that all children—regardless of background or ability—can access and succeed in Computing. By fostering resilience, independence and critical thinking, we empower our pupils to become active participants in a digitally connected world, ready to innovate, communicate and stay safe in the ever-changing digital landscape.

Implementation

At St. Mary's Catholic Primary School, Falmouth, Computing is taught in line with the National Curriculum through a clear and progressive sequence of skills and knowledge. We use the programme Teach Computing, which we believe best expresses our intent for computing.

Lessons are carefully planned to ensure full coverage of the three main strands: digital literacy, computer science, and information technology. Children also receive regular, age-appropriate online safety instruction, taught explicitly each year and reinforced in every Computing lesson through short, practical starter activities.

We use a structured progression framework to ensure that knowledge and skills are developed cumulatively, year by year, and are accessible to all learners, including those with SEND. Each lesson includes clear vocabulary instruction to deepen understanding and enhance language acquisition in Computing.

Children engage in hands-on experiences with a range of high-quality resources, including programmable devices, tablets, and digital tools. They learn to write and debug code, use multimedia creatively, and understand how networks and the internet function. Cross-curricular links are embedded to give children purposeful opportunities to apply their computing knowledge in subjects such as English, Art, and Science.

We ensure our curriculum remains inclusive, stimulating, and relevant—preparing pupils to become safe, creative and competent users of technology.

Impact

The impact of our Computing curriculum is reflected in the confidence, competence, and creativity with which pupils use technology across the curriculum and in their daily lives. Children at St. Mary's develop a strong understanding of the key concepts in computer science, digital literacy, and information technology. They become independent problem-solvers who can write and debug simple programs, evaluate digital content, and understand how technology is used in the wider world.

Progress is evident in the high-quality outcomes seen in pupil work, observations, and conversations. Children are able to explain their learning clearly using subject-specific vocabulary and show resilience and critical thinking when faced with challenges.

Our focus on online safety ensures that pupils are aware of potential risks and know how to keep themselves safe online. They demonstrate responsible use of digital tools and show an understanding of the ethical issues around technology.

By the time pupils leave St. Mary's, they are digitally literate, responsible users of technology, and well-prepared for the next stage of their education and for life in a rapidly evolving digital world.

Design and Technology

Leader: (Gaby Dale) Cheryl Fullard

Intent

At St. Mary's Catholic Primary School, Falmouth, our Design and Technology curriculum is designed to equip all pupils with the creative, technical and practical expertise needed to design, make and evaluate purposeful products. We aim to foster curiosity, innovation and resilience by offering pupils opportunities to solve real and relevant problems within a variety of contexts.

Our intention is that children experience and build skills across all areas of the National Curriculum, including structures, mechanisms, textiles, food technology, electrical systems, and the design-make-evaluate process. These key strands are revisited and developed throughout the primary years to ensure progression and depth of understanding.

Through meaningful cross-curricular links—particularly with Science, Mathematics, History, and Art—pupils apply their learning to a range of real-world challenges. We encourage children to think critically and to work collaboratively, taking pride in testing, adapting and refining their ideas.

Pupils learn about influential designers and inventors, both historical and contemporary, exploring the impact of their work on the world around us. Our curriculum nurtures confident, independent learners who understand the role of design in improving lives and shaping the future, and who leave us with a strong foundation in creativity, practical skills and problem-solving.

Implementation

At St. Mary's Catholic Primary School, our Design and Technology curriculum is taught through carefully planned, high-quality units that ensure full coverage of the National Curriculum. Learning is structured around the key strands of design, make, evaluate, and technical knowledge, with pupils engaging in hands-on experiences that foster creativity and critical thinking.

A clear progression of knowledge and skills ensures pupils revisit and build upon their learning in key areas such as structures, mechanisms, textiles, food technology, and electrical systems. Lessons include opportunities to explore real-world problems, generate ideas, create prototypes, and evaluate outcomes, allowing pupils to make meaningful links across the curriculum—particularly with subjects such as Science, Maths, Art, and History.

Each project follows the full design process, from planning and researching through to making and evaluating, with pupils encouraged to adapt and improve their ideas. Teachers model vocabulary explicitly, supporting pupils to discuss and reflect on their designs using accurate technical language.

Pupils also explore the work of significant designers, engineers, and inventors, developing a historical and cultural awareness of design. Where possible, learning is enriched through practical workshops, cross-curricular projects, outdoor learning, and community links.

Impact

As a result of our rich and progressive Design and Technology curriculum, pupils at St. Mary's develop into confident and capable problem-solvers who approach challenges with creativity, independence, and resilience. They acquire the practical skills and evaluative thinking needed to plan, design and construct purposeful products that solve real problems.

Pupils can articulate the decisions behind their designs using subject-specific vocabulary and are able to test, refine and improve their ideas thoughtfully. They understand that the design process involves iteration, and they embrace feedback as a tool for improvement.

Children demonstrate secure knowledge and understanding of the key strands of D&T and are able to apply this in meaningful cross-curricular contexts. Their work shows clear progression, from basic tool use in EYFS to more complex technical constructions and food preparation in upper Key Stage 2.

Pupils leave St. Mary's with a practical understanding of how design and technology influences everyday life and shapes the world. They are well-prepared for the next stage of their education, equipped with the curiosity, creativity and technical confidence to become the designers and innovators of the future.

MFL - Spanish

Leader: (Gaby Dale) Jennifer Tonkin

Intent

At St Mary's, our aim is that all our children will grow in their understanding of other cultures, develop their communication skills and learn the basics of speaking, listening, reading and writing in Spanish. We have chosen Spanish as it aligns with the curriculum taught at the local secondary schools and prepares pupils for this. There are also several fluent Spanish speakers within the school community.

We will achieve this goal through our regular Spanish teaching in KS2, which:

- Promotes a positive and curious attitude towards other cultures.
- Fosters a love of language and a positive approach to learning new languages.
- Develops each child's knowledge about language.
- Equips children with language-learning strategies.
- Provides functional knowledge and use of Spanish grammar & spelling.
- Emphasises the importance of intercultural understanding.
- Enables children to progress in speaking, listening, reading and writing skills.
- Empowers children to begin to express their ideas and thoughts in another language.

Implementation

At St. Mary's, Spanish is taught regularly in Key Stage 2 by class teachers or a specialist, using a structured progression of vocabulary, grammar and phonics. The curriculum is designed to build the foundations of language learning, focusing on the four key skills: listening, speaking, reading and writing. Lessons include songs, stories, games, role-play, and simple conversations to engage learners and make the experience memorable and enjoyable.

Pupils are introduced to new vocabulary through carefully planned units that build on prior knowledge, with regular opportunities for repetition, retrieval, and meaningful use of language. Grammatical structures are taught in a clear and age-appropriate way, enabling pupils to begin to create their own sentences and questions in Spanish.

Cultural awareness is woven throughout the curriculum. Children learn about life in Spanish-speaking countries and compare it to their own, encouraging empathy and curiosity. Links are made to other curriculum areas, such as Geography, RE, and PSHE, to broaden understanding.

We make use of resources including native speakers within our school community, interactive digital tools, and real-life contexts to enrich pupils' learning experiences and build confidence in using Spanish.

Impact

By the end of Key Stage 2, pupils at St. Mary's demonstrate growing confidence, enjoyment, and skill in using Spanish to communicate. They can understand and respond to basic spoken and written language, take part in simple conversations, and express ideas using familiar vocabulary and sentence structures.

Children make clear progress in all four language strands and begin to apply grammatical knowledge with increasing independence. Their pronunciation and intonation improve through repeated oral practice, songs, and speaking aloud, contributing to effective communication.

Pupils show curiosity and respect for other cultures, which enhances their global awareness and prepares them for life in a multicultural society. Their positive attitudes towards language learning, developed through engaging and inclusive lessons, lay strong foundations for continued study at secondary school.

Feedback, observation, and pupil voice demonstrate that learners enjoy learning Spanish and are proud of their growing ability to use another language. As a result, they leave primary school equipped with essential language-learning strategies and a readiness to continue their linguistic journey with confidence and enthusiasm.

Geography **Leader: Jane Mills**

Intent

At St Mary's Catholic School, Falmouth, our Geography curriculum is designed to spark curiosity and a lifelong fascination with the world and its people. We aim to inspire children to explore

both the local and global landscapes, helping them develop a deep understanding of the Earth's physical and human processes. By investigating places within Britain and around the world, students build essential geographical knowledge that will stay with them throughout their lives.

A key focus of our curriculum is helping children connect with their local area of Falmouth and Cornwall. We provide opportunities for students to explore the unique characteristics of their community, fostering a strong sense of identity and pride in their heritage. This approach enables students to better understand the world around them and appreciate the significance of their own locality within the broader global context.

Through high-quality teaching, we aim to develop the following essential skills and characteristics of geographers:

A comprehensive knowledge of the locations and characteristics of places, both in Britain and globally.

A deep understanding of how places are interconnected and interdependent.

A strong geographical vocabulary and extensive knowledge base.

Proficiency in complex geographical inquiry, critical questioning, and the effective presentation of findings.

The ability to draw clear conclusions and communicate geographical understanding with confidence.

Practical fieldwork skills and an understanding of geographical techniques.

The ability to form well-balanced opinions based on solid knowledge of current societal and environmental issues.

A genuine curiosity about the world and its people, coupled with a passion for geographical exploration.

Our curriculum follows the National Curriculum, ensuring a structured approach to skill development and knowledge acquisition. Where possible, geography is linked to thematic topics, creating a creative and engaging scheme of work that is broad, balanced, and differentiated to meet the diverse needs of our students. This integrated approach ensures that children not only learn geography in a meaningful way but also see its relevance to their everyday lives and the world around them.

Implementation

Geography at St Mary's is taught through carefully sequenced units that follow the National Curriculum and build on pupils' prior knowledge. We use Oak National Academy resources to provide a structure. Key geographical concepts—such as place, space, environment, interdependence, and sustainability—are embedded across all year groups to ensure depth and progression.

Lessons are designed to be purposeful and engaging, with opportunities for pupils to investigate both the physical and human geography of places locally, nationally and globally. Clear

progression in substantive knowledge (facts and concepts) and disciplinary knowledge (how geographers investigate and make sense of the world) ensures that skills such as map reading, fieldwork, data analysis and geographical enquiry are taught explicitly and revisited regularly.

Fieldwork is a central component of our curriculum, particularly within our local area of Falmouth and Cornwall, where pupils explore coastal features, land use, environmental issues and human geography. These experiences bring learning to life and allow pupils to apply their classroom knowledge in real-world contexts.

Our geography curriculum is enriched through cross-curricular links with subjects such as History, Science and Art, and supported with high-quality resources, visual aids, digital tools and outdoor learning opportunities. Key geographical vocabulary is modelled and reinforced to enable pupils to communicate their understanding clearly and confidently.

Impact

By the time children leave St Mary's, they will have developed a secure and well-rounded understanding of the world's diverse places, people and environments. They will be able to describe and explain geographical patterns and processes with accuracy, using subject-specific vocabulary to communicate their findings effectively.

Pupils demonstrate curiosity and enthusiasm for Geography, reflected in the thoughtful questions they ask, their ability to make connections between different places and themes, and their engagement in fieldwork and geographical enquiry. They are able to interpret a range of sources—including maps, aerial photographs, charts and digital data—and draw reasoned conclusions from evidence.

Regular assessments, discussions, and written work show progression in both geographical knowledge and critical thinking skills. Pupils can articulate how geography helps them to understand the world and their place within it, and they develop a sense of responsibility for the environment and awareness of global issues such as climate change, migration, and sustainability.

Through our geography curriculum, pupils leave St Mary's as informed, reflective and respectful global citizens, well-prepared for further study and for making a positive contribution to the world around them.

History **Leader - Sarah Shailes**

Intent - We are historians:

We study people, places and events that happened in the past.

We think it is very important to know when and in what order things happened in the past. We call this chronology and in KS1 and KS2 we use the correct words and terms to show our growing chronological awareness.

We are aware that some of the topics we study in history deal with events which lasted for a short time (Great Fire of London) whilst others topics deal with events and developments which went on over hundreds of years (the Anglo-Saxon and Vikings). We are aware that historians divide time gone by into periods or ages which have their own historical names, e.g. the Stone Age, Ancient Egyptians, the Romans, the Shang Dynasty, Medieval Monarchs

We think like historians

We study the history of Britain and the wider world, from the Stone Age to modern times.

We strengthen our knowledge of the past by thinking about differences and similarities between people, places and events in the past and our own world. We also think about similarities and differences between different periods of history such as the Ancient Greeks and the Anglo-Saxons.

We think about change and recognise that it can come about at different speeds, sometimes quickly and suddenly and at other times gradually or not at all (continuity). We try to explain what caused these changes to occur and what the consequences were.

We also think about the significance of people, places and events in history. We ask ourselves why it is important to know about certain people, places and events in the past. What makes them interesting? What did they do or achieve? What can we learn from them? Have views changed about them over time?

We behave like historians

Another very important word for historians is enquiry. It is a word used to describe how historians go about their work and it involves thinking up lots of questions about what went on in the past.

Historians find out what happened in the past by studying sources such as diaries, paintings, photographs, letters and artefacts. These sources can provide valuable clues (evidence) to help us work out what happened and why. Sometimes sources are missing, broken or incomplete and this can make it very challenging to work out what went on. Sources can also be interpreted in different ways and so it is not unusual for historians to disagree!

Implementation

At St Mary's Catholic Primary School, History is taught using the **Oak National Academy** units, which provide a well-structured and sequenced curriculum. This ensures full coverage of the National Curriculum and a clear progression in both **substantive knowledge** (historical facts, dates, people and events) and **disciplinary knowledge** (how historians work and think).

Each unit revisits and builds on prior learning, helping children develop a secure understanding of chronology, historical periods and key historical concepts such as **change and continuity**, **cause and consequence**, **similarity and difference**, and **significance**. Timelines, vocabulary development and regular opportunities to compare periods of history support pupils in embedding their chronological awareness.

We explicitly teach pupils how to "think like historians", asking historical questions and using **primary and secondary sources** to make informed interpretations. Pupils explore a wide

range of evidence, from artefacts and letters to photographs and paintings, and they learn how evidence can be partial or interpreted in different ways.

Opportunities for discussion, drama, role-play, and historical enquiry are embedded into lessons, and cross-curricular links with Geography, Art and English help enrich understanding. Local history and cultural connections are made wherever possible, to ensure pupils see themselves in the wider historical narrative.

Impact

By the end of their primary journey at St Mary's, pupils develop a **secure knowledge of key historical periods**, events, and significant individuals from Britain and the wider world. They are able to place these periods on a timeline and make thoughtful comparisons between different times and cultures.

Children confidently use subject-specific vocabulary to discuss and write about the past. They understand how and why interpretations of the past differ, and they can explain their reasoning using evidence. They show curiosity, ask perceptive questions, and approach historical enquiry with increasing independence.

Work in books, pupil voice, and ongoing assessment demonstrate that pupils retain key historical knowledge and develop strong analytical thinking skills. They are able to reflect on the significance of historical developments and understand how the past influences the present.

Ultimately, our pupils leave St Mary's with a strong foundation in historical knowledge and enquiry. They are well prepared for Key Stage 3 and demonstrate the ability to think critically, question deeply, and appreciate the complexities of the past.

Music

Leader - Louisa Billingham

Intent

The National Curriculum for music aims to ensure that all pupils are taught to:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At St Mary's, the intention is that children gain a strong understanding of what music is through listening, singing, playing, evaluating and composing across a wide variety of historical periods, styles, traditions, and musical genres, according to their age and year group. We are committed to ensuring children develop a love of various types of music and understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Implementation

The music curriculum at St Mary's school follows the programme Sing Up! and ensures that the children sing, listen, play, perform and evaluate. This is developed in classroom activities (with wider curriculum links, i.e. counting songs in maths) and weekly music lessons, as well as weekly Pray and Praise, in special celebration assemblies or Masses in Church (Harvest, Christmas, Ash Wednesday, Easter) and through various concerts and performances across the year. Musical skills are further developed through the learning of musical instruments, individually, in groups and as whole classes. In these lessons, children learn how to play an instrument, understand the principle of creating musical notes, as well as how to read basic music notation.

The main elements of music are taught in classroom lessons through topics. The children have the opportunity to watch, listen, sing, play and perform supported by visual and aural prompts. Composing, writing lyrics and performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

By the time pupils leave St Mary's, they will have developed a broad and secure understanding of musical concepts and the ability to apply these through singing, performing, composing and appraising. Children demonstrate confidence in using musical vocabulary to describe what they hear and create, and show a growing ability to reflect on and evaluate both their own work and that of others.

Through consistent exposure to a wide variety of musical styles, traditions and genres, pupils develop a deep appreciation for music as a form of cultural expression. They understand the significance of music in different contexts, including worship, celebration and storytelling, and they can explain how music can convey emotion and meaning.

Pupils develop technical and creative skills across all key areas of the music curriculum, including rhythm, pitch, dynamics, and structure. Regular opportunities to perform—whether in class, at Mass, or in concerts—enhance their confidence, teamwork and self-discipline.

Assessment through performance, discussion, and observation shows clear progression in musical understanding and enjoyment across year groups. Ultimately, our pupils leave St Mary's with a lifelong appreciation of music, a willingness to engage with it in various forms, and the skills to participate actively and joyfully in musical experiences in secondary school and beyond.

Physical Education (PE) **Leader: Dan Buckingham**

Intent

At St Marys Catholic Primary School we recognise the importance of Physical Education (PE) in all aspects of daily life. PE is a vital part of school life and ultimately the children's future well-being and health. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures all children will benefit, whether through enhancing existing skills, learning new skills or being introduced to new sports.

The children at St Marys are provided with high quality PE and sports provision from specialised PE teachers. To ensure development and application of skills in sports, we follow the Arena scheme of work throughout KS1 and KS2. In line with the National Curriculum, we ensure that all children:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

It is our intent to ensure that children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. By providing our children opportunities to compete in sports and other activities we aim to build character and embed values such as fairness and respect.

Implementation

At St Mary's Catholic Primary School, we deliver a high-quality PE curriculum through the **Arena scheme of work**, ensuring that lessons are progressive, inclusive and engaging. PE is taught by **specialist PE teachers** who bring expertise, consistency and enthusiasm to every session. Across Key Stage 1 and 2, children take part in a wide variety of physical activities, including dance, gymnastics, athletics, team games and outdoor adventurous activities.

Each unit builds on prior learning and develops key physical skills such as coordination, balance, agility, and stamina. Lessons also focus on **tactical awareness, teamwork, communication and resilience**. Children have regular opportunities to apply these skills in competitive and cooperative settings, both within school and against other schools through local events and competitions.

We place a strong emphasis on **health and well-being**, integrating education around healthy lifestyles, nutrition and personal fitness into our curriculum. Swimming is taught in Key Stage 2 to ensure all pupils meet national expectations in water safety and swimming proficiency.

Extra-curricular clubs and lunchtime activities further extend physical opportunities, and active play is promoted through structured games and equipment on the playground.

Impact

Through our carefully structured and high-quality PE provision, pupils at St Mary's develop a deep understanding of the importance of physical activity for both physical and mental

well-being. They leave our school with a broad repertoire of physical skills, improved fitness, and a confident, positive attitude towards sports and physical challenges.

Children show increased self-esteem, perseverance, and enjoyment of being active. They understand how physical activity supports a healthy lifestyle and are able to make informed choices about keeping fit and well.

Pupils display values such as **fairness, respect, and teamwork**, both in lessons and in wider school life. They demonstrate a growing understanding of rules, tactics and sportsmanship and can take part in competitive situations with confidence and integrity.

Assessment in PE is ongoing, with teachers and specialists observing and supporting progress in physical skills, strategic thinking and personal development. By the end of Year 6, pupils are well prepared to engage in a wide range of sporting activities at secondary school and beyond, and many choose to continue participating in sports and physical activities both in and outside of school.

PSHE & RSE

Leader: Sarah Shailes

Intent

At St Mary's Catholic Primary School, the intent of the Personal, Social, Health and Economic Education (PSHE) curriculum is rooted in promoting the holistic development and well-being of every pupil. 'Life to the Full' is a programme that is rooted in the teaching and wisdom of the Catholic Church. It will inspire our children by teaching them about God's call to love; about how God's design for creation, especially the human body, reveals insight into His great plan for human relationships as a sign of heavenly unity. The intent is to equip pupils with the knowledge, skills, and understanding they need to stay healthy and safe, build positive relationships, manage their emotions and mental health, develop their understanding of the wider world, and make informed choices now and in the future.

It reflects our school's commitment to promoting fundamental British values such as democracy, rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. The PSHE curriculum is mindful of the diverse needs and experiences of pupils, ensuring that all learners have access to high-quality education that prepares them for life in modern Britain.

IMPLEMENTATION

Each year group focuses on the same three modules using a spiral approach where children build upon prior knowledge attained from their learning in the previous year. As children progress through the school, they will revisit and further explore the concepts of each module to consolidate their understanding. They learn through a range of scriptures, stories and video clips, drawing upon their personal experiences and reflecting on their choices and actions.

PSHE is taught explicitly through dedicated lessons, but it is also integrated into other subjects and woven into the school's ethos and Gospel Values. At St Mary's we recognise the importance of strong relationships and open communication, creating a safe and supportive environment where pupils feel comfortable discussing sensitive issues.

Both the programmes for PSHE and RSE were discussed and are regularly reviewed with parents and carers.

Whilst learning, teachers will use questioning to assess children's understanding of what is being taught and present them with scenarios to offer them the opportunity challenge their moral and spiritual thinking. An evaluative approach to assessment is adopted by teachers to inform them of individual progress.

Early Years Foundation

EYFS Module One: Created and Loved by God

During module one, the children will explore and understand themselves. Rooted in the teaching that we are created by God out of love and for love, children will develop an understanding of the importance of valuing themselves as the basis for personal relationships; while introducing children to the story of creation, where God created the earth, sea, stars, plants, animals and humans.

Module Two – Created to Love Others

During module two, children will explore and understand their relationship with others. They will build on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe. Finally helping children to understand why the Bible is so special to Christians.

Module Three – Created to Live in Community

During module three, children will explore and understand their relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. Then introducing, in a very simple way, the concept of the Trinity, where God is three-in-one and each part loves the others and loves us.

Key Stage One

Module One – Created and Loved by God

During module one, children will develop an understanding of the importance of valuing themselves as the basis for personal relationships. They will be encouraged to understand that they are created by God out of love and for love and that we should celebrate similarities and differences between people, including our God-given bodies and the things they enable us to do. Children will develop an understanding and begin to articulate their own changing feelings and how other people's feelings might differ from theirs. Children will learn how they can manage their feelings and about the consequences of their actions. Through the specifics of the human life cycle, children will learn to celebrate how they have already changed and grown.

Module Two – Created to Love Others

During module two, children will explore their relationship with others whilst teaching them strategies for developing healthy relationships and keeping safe. They will learn to identify the Special People in their lives who they love and who can trust. Children will begin to learn how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. Children will explore the difference between good and bad secrets and the implications that they have.

Module Three – Created to Live in Community

During module three, children will explore their relationship with the wider world and how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. Through stories, children will begin to learn that God made us to be in loving relationships with one another. They learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.

Lower Key Stage Two

Module One – Created and Loved by God

During module one, children will explore the understanding of being an individual reinforced by the teachings that we are made in the image and likeness of God. This helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships. Through story and discussion, children will learn that they are designed for a purpose and how they should live in light of this. Children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. They will learn about specific physical and emotional changes during puberty, and that growing from boys and girls to men and women is part of God's loving plan for creation.

Module Two – Created to Love Others

During module two, children will explore their relationship with others. Building on the understanding that we have been created out of love and for love, they will explore how we take this calling into our family, friendships and relationships, and learn strategies for developing healthy relationships and keeping themselves safe. It will be demonstrated to the children that God loves us, and nothing we can do will stop Him from loving us. Children will also learn about different types of sin, and the importance of forgiveness in relationships. They will develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Children will be taught how to recognise discrimination and bullying, both physical and emotional and they will learn strategies to develop resilience and resist pressure.

Module Three – Created to Live in Community

During module three, children will explore their relationship with the wider world and how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In greater detail, children will hear and discuss an allegorical story for the three-part community of love, the Trinity. Children will learn that as they are made in God's image, they too are created to live in community. Through some of the principles of Catholic Social Teaching from Together for The Common Good, children will learn which will help them to live in communities in the way God intends.

Upper Key Stage Two

Module One – Created and Loved by God

During module one, children will revisit and further explore the understanding of being an individual reinforced by the teachings that we are made in the image and likeness of God. This helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships. Over five story sessions, children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulations. Children will learn to celebrate differences between people as enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God. Children learn about pressures that they may experience from themselves, others and the media. They will develop ideas on how to build resilience through thankfulness, use simplified Cognitive Behavioural Techniques to manage their thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage. Children will learn about God's design for creating new life through a more nuanced understanding of menstruation, fertility, conception, foetal development in the womb and childbirth.

Module Two – Created to Love Others

During module two, children will further explore their relationships with others. Building on the understanding that they have been created out of love and for love, children will learn how we take this calling into our family, friendships and relationships, and strategies for developing healthy relationships and keeping safe. We aim to equip children with strategies for more complex experiences of relationships and conflict including helping them to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and how our thoughts and feelings have an impact on how we act. Children will become better equipped to make safe and sensible decisions about what online content they should/shouldn't share, cyberbullying and how to report and get help if they encounter inappropriate messages or material. Children will know how to spot each type of abuse: sexual, physical, emotional and neglect and who they can go to for help.

Module Three – Created to Live in Community

During module three, children revisit and further explore the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In greater detail, children will look at the world of Trinity House where they will hear and discuss an allegorical story for the three-part community of love, the Trinity with the endpoint of discussing the Trinity as it might be communicated in a church setting. Children will learn that the Trinity demonstrates the perfect loving community, and that we are called to emulate this self-giving and self-sacrificing love in our communities.

Wider Curriculum

We believe that focusing on wellbeing will help the children to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. This supports both our school and PSHE aims and values, and we focus on wellbeing in all aspects of school life.

PSHE, including SMSC, British Values and Catholic Social Teaching is an integral part of the whole school curriculum and is therefore often taught within other subject areas.

Visitors and visits, such as emergency services, RNLI complement our PSHE curriculum and offer additional learning.

We ensure children have a variety of enrichment opportunities such as workshops and trips that allow children to develop their self-confidence.

We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the Gospel Values of: Kindness, Humility, Forgiveness, Integrity, Justice, Compassion and Peace. We also encourage Gospel Virtues in every class.

Collective worship is regularly linked to PSHE, British Values and SMSC and covers any additional sessions that would benefit the whole school.

British Values and SMSC and Catholic Social Teaching displays throughout school reinforce the PSHE curriculum enabling children to make links.

IMPACT

At St Mary's, the impact of the PSHE curriculum is profound and far-reaching, evident in the positive outcomes for pupils in terms of their personal development, well-being, and academic achievement. We strive to mould our children into kind, caring and thoughtful individuals who recognise difference and embrace individuality. We believe that children are made in the image and likeness of God and through our spiritual and moral teachings of our faith we endeavour to

develop our children into valuable members of the community and society. We believe that our children will be inspired about God's call to love; about how God's design for creation, especially the human body, reveals insight into His great plan for human relationships as a sign of heavenly unity.