

St. Michael Catholic Primary and Nursery School

Curriculum Policy



"I came so that you may have life, life in all its fullness" John 10:10

St Michael Catholic Primary School and Nursery is a Catholic family of faith following the teachings of Christ. We strive to create an environment where all members of our school community respect the values of: Church, Independence, Resilience, Caring, Learning and Enjoyment for all. Belief in these values will nurture all as individuals and instil in them the confidence to meet their full potential, providing them with the best grounding for their future place in an ever-changing world.

Policy Date	September 2026
Signed by Head Teacher	Mrs N Collins
Review Date	September 2027

1. Our Mission and Catholic Character

At St Michael Catholic Primary and Nursery School, our curriculum is rooted in our Catholic faith and inspired by our mission:

"I came so that you may have life, life in all its fullness." (John 10:10)

We seek to develop caring, resilient and independent learners who recognise their unique gifts and use them in service to others.

Catholic Social Teaching underpins the whole curriculum. Through the principles of human dignity, solidarity, stewardship, participation, subsidiarity and the preferential option for the poor, we prepare pupils to become compassionate citizens who contribute positively to the Common Good.

Catholic Social Teaching is woven throughout curriculum content, enrichment opportunities, pupil leadership, charitable action and collective worship.

2. Statutory and Regulatory Alignment

This policy sets out how our curriculum fulfils statutory requirements and reflects current educational expectations.

We will:

- Deliver the National Curriculum for Years 1 to 6 and the EYFS Statutory Framework in Nursery and Reception.
- Provide Religious Education in accordance with diocesan guidance through Source to Summit: Lighting the Path.
- Deliver Relationships Education and Health Education through Ten Ten: Life to the Full.
- Comply with the Equality Act 2010, safeguarding legislation and relevant Department for Education guidance.
- Ensure our curriculum reflects current expectations for high-quality education and enables all pupils to achieve success within a broad and balanced curriculum.

3. Curriculum Principles (Intent)

Our curriculum is:

Ambitious, Broad and Balanced

Our curriculum is rich in knowledge, vocabulary, skills and experiences. It is designed to ensure pupils develop deep understanding across all subjects and are well prepared for future learning.

Coherently Planned and Sequenced

Learning is carefully sequenced from Nursery to Year 6. Concepts, knowledge and skills build progressively over time, enabling pupils to revisit, practise and deepen their understanding.

Inclusive by Design

We have high expectations for every pupil. All children access a rich and ambitious curriculum regardless of starting point, background, disadvantage or additional need.

The curriculum is adapted where necessary to ensure successful participation and achievement for pupils with SEND and other vulnerabilities.

We are committed to ensuring that all pupils, including disadvantaged pupils, pupils with SEND, pupils known to social care and those facing additional barriers, are able to access, participate in and succeed within the full curriculum.

Rooted in Reading

Reading sits at the heart of our curriculum. Early reading, language development and number fluency provide the foundations for future success across all subjects.

Grounded in Catholic Ethos and Local Context

Our curriculum reflects our Catholic identity and the rich context of Medway and Kent. Educational visits, parish links, Forest School experiences and opportunities for service ensure learning is meaningful and relevant.

Safeguarding-Informed

Safeguarding is woven throughout the curriculum. Pupils are taught how to stay safe, manage risk, form healthy relationships, seek support when needed and contribute positively to their communities.

4. Curriculum Model (What We Teach)

EYFS

Children follow the EYFS Statutory Framework with a strong focus on:

- Communication and Language
- Personal, Social and Emotional Development

- Early Mathematics
- Early Reading

High-quality interactions, purposeful provision and carefully planned experiences support children in making strong progress from their individual starting points.

Core Subjects

English

We use high-quality literature to inspire learning and promote a love of reading.

The English curriculum develops:

- Reading fluency
- Comprehension
- Vocabulary
- Writing composition
- Grammar and punctuation
- Spelling
- Handwriting
- Oracy and communication

Phonics and Early Reading

Read Write Inc. is taught with fidelity throughout EYFS and Key Stage One.

Pupils requiring additional support receive targeted intervention, including Fresh Start where appropriate.

Reading books are carefully matched to pupils' phonic knowledge to ensure success and confidence as readers.

Mathematics

Mathematics is taught through a mastery approach.

Pupils develop:

- Fluency
- Reasoning
- Problem Solving
- Mathematical Communication

Daily opportunities are provided for retrieval practice and number fluency development.

Concrete, pictorial and abstract representations support conceptual understanding.

Science

Science is a core subject and plays a central role within our curriculum.

Through practical enquiry, investigation and scientific thinking, pupils develop a secure understanding of the world around them.

The curriculum enables pupils to:

- Develop substantive scientific knowledge
- Work scientifically through enquiry and investigation
- Use scientific vocabulary accurately
- Ask and answer questions about the world around them
- Apply learning to new situations
- Understand the role of science in everyday life

Learning is carefully sequenced to build scientific knowledge progressively and deepen understanding over time.

Foundation Subjects

The curriculum provides progression in:

- History
- Geography
- Art and Design
- Design and Technology

- Computing
- Music
- Physical Education
- French

Subject-specific knowledge and skills are carefully sequenced to ensure progression from EYFS to Year 6.

Schemes of work support curriculum delivery but do not replace teacher expertise or curriculum intent.

Personal Development

Life to the Full supports our provision for:

- Relationships Education
- Health Education
- Wellbeing
- Online Safety
- British Values
- Character Education
- Mental Health
- Pupil Leadership
- Careers-related Learning

Religious Education and Catholic Life

Religious Education is central to school life and is taught through Source to Summit: Lighting the Path.

Through Religious Education, pupils develop knowledge and understanding of the Catholic faith, deepen their relationship with God and explore how Gospel values influence everyday life.

Religious Education supports pupils in developing spiritually, morally, socially and culturally whilst encouraging reflection, service and commitment to the Common Good.

Catholic traditions, celebrations, prayer, liturgy and social action opportunities enrich learning throughout the year and strengthen the Catholic life of the school.

5. Teaching and Pedagogy (Implementation)

Expert Subject Knowledge

Professional development supports teachers in maintaining strong subject knowledge and effective pedagogical practice.

Teachers provide clear explanations, modelling and worked examples to support learning.

Responsive Teaching

Teachers continually assess learning and adapt teaching accordingly.

Misconceptions are identified and addressed promptly.

Support and challenge are provided appropriately so that all pupils are successful.

Adaptive Teaching

Adaptive teaching ensures all pupils access the same ambitious curriculum.

Teachers make responsive adjustments whilst maintaining high expectations for every learner.

Memory and Retrieval

Learning is regularly revisited through:

- Retrieval practice
- Quizzing
- Knowledge organisers
- Spaced practice
- Cumulative review

These approaches support long-term retention and learning.

Vocabulary and Oracy

Vocabulary is explicitly taught across all subjects.

Pupils are provided with structured opportunities to discuss, explain, reason, debate and present their ideas.

High-quality talk is recognised as a key driver of confidence, understanding and achievement.

Reading Across the Curriculum

Reading is planned purposefully across all subjects.

Teachers model fluent reading and support pupils in accessing increasingly challenging texts.

Digital Learning

Technology enhances learning but does not replace high-quality teaching.

Pupils are taught to use technology safely, responsibly, ethically and critically.

As digital technologies continue to evolve, including artificial intelligence, generative AI and digital content creation tools, pupils learn to evaluate information, recognise misinformation, identify manipulated media and use technology responsibly.

Online safety is taught regularly through Computing, RSHE and broader safeguarding provision.

6. Assessment, Feedback and Workload

Assessment supports learning and informs teaching.

Assessment may include:

- Retrieval activities
- End-of-unit assessments
- Teacher assessment
- Standardised assessments where appropriate
- Moderated work

Feedback is proportionate and focused on improving learning.

Verbal feedback, responsive teaching, live marking and whole-class feedback are used effectively alongside written feedback where appropriate.

Assessment information is used to identify pupils requiring support, intervention or additional challenge.

7. Inclusion, SEND and Disadvantage

Our starting point is that all pupils access the full planned curriculum.

Support may include:

- Adaptive teaching
- Additional scaffolds
- Pre-teaching
- Overlearning
- Reasonable adjustments
- Assistive technology

The graduated approach of Assess, Plan, Do, Review supports effective provision for pupils with SEND.

Children Known to Social Care and Additional Vulnerabilities

Particular consideration is given to pupils who are currently known to social care, have previously been known to social care, are young carers or face significant vulnerability.

We recognise the barriers these pupils may experience and work proactively to support their attendance, wellbeing, engagement and achievement.

Strong partnerships with families and external agencies help ensure every pupil receives the support needed to thrive.

8. Early Reading and Language

Daily phonics teaching is delivered through Read Write Inc.

Assessment informs groupings and intervention.

Children requiring support receive timely and targeted intervention.

Language development is prioritised through:

- Stories
- Vocabulary instruction
- Discussion

- Structured talk
- High-quality adult interactions

9. Personal Development, SMSC, British Values and Catholic Social Teaching

Personal development is a fundamental part of our curriculum.

Pupils develop:

- Character
- Resilience
- Leadership
- Citizenship
- Wellbeing
- Respect
- Social responsibility

British Values and Catholic Social Teaching work together to prepare pupils for modern life whilst maintaining our Catholic identity.

Educational visits, Forest School, enrichment activities, pupil leadership opportunities and charitable action broaden pupils' experiences and cultural capital.

10. Attendance, Behaviour and Routines

Positive behaviour and good attendance are essential foundations for learning.

The curriculum promotes:

- Respect
- Self-regulation
- Positive relationships
- Readiness to learn

Good attendance is actively promoted to ensure pupils access the full curriculum and achieve their potential.

Strong partnerships with families help remove barriers to attendance and engagement.

11. Subject Leadership, Monitoring and Evaluation (Impact)

Subject leaders play a key role in evaluating curriculum effectiveness and ensuring pupils know more, remember more and can apply their learning successfully.

Monitoring activities include:

- Planning scrutiny
- Lesson visits
- Book studies
- Curriculum reviews
- Pupil voice
- Assessment analysis

Leaders evaluate curriculum implementation through planning reviews, pupil voice, lesson visits, work scrutiny and assessment information.

Governors receive regular reports regarding curriculum strengths, priorities and impact across different groups of pupils.

Success is demonstrated through strong knowledge retention, effective application of skills and positive outcomes for pupils.

12. Safeguarding Through the Curriculum

Safeguarding is embedded throughout curriculum provision.

Pupils learn about:

- Online safety
- Healthy relationships
- Consent
- Mental wellbeing
- Personal safety
- First aid

- Seeking help
- Reporting concerns

Safeguarding remains our highest priority and is integral to everyday school life.

13. Roles and Responsibilities

Headteacher and Deputy Headteacher

Provide strategic leadership of curriculum, teaching and standards.

Senior and Middle Leaders

Lead subjects and phases effectively, monitor provision and evaluate impact.

Class Teachers

Deliver the curriculum, assess learning, adapt teaching and maintain consistently high expectations.

SENDCo

Provides strategic leadership for SEND and ensures statutory responsibilities are fulfilled.

Governors

Monitor curriculum quality and hold leaders to account for standards and outcomes.

Parents and Carers

Support children's learning through reading, home learning and positive engagement with school.

14. Documentation and Schemes of Learning

Curriculum progression maps, knowledge organisers and subject documentation sit alongside this policy.

Resources and schemes may include:

- Read Write Inc.
- Fresh Start
- White Rose Maths

- Power of Reading
- Kapow
- Purple Mash
- Get Set 4 PE
- PLN French
- Times Tables Rock Stars
- Sir Linkalot
- Source to Summit: Lighting the Path

These resources support delivery but do not replace teacher expertise or the school's curriculum intent.

15. Review and Publication

This policy is published on the school website and reviewed annually, or sooner where changes to statutory guidance, diocesan expectations or school priorities require review.

The curriculum remains central to our mission of enabling every child to flourish and experience life in all its fullness.