

St. Patrick's RC Primary School



CURRICULUM POLICY 2025/2026

In faith we grow, with hope for the future and love for one another Tyfwn
mewn ffydd â gobaith ar gyfer y dyfodol a chariad tuag at ein gilydd

We love to learn at this school and all of the adults here see themselves as learners who are willing to share what that looks like.

We know that each of us should work hard to achieve the best we possibly can.

We believe that God wants us to think and be creative.

We believe that Jesus was the best teacher ever and we love to study what he had to say and what it means to us..

We know that we have to look after ourselves and that that means being active, eating healthily, having fun and being happy.

As a school community we want our children to succeed but we believe that success is much more than academic achievement.
(From our share values)

DOCUMENT HISTORY

ISSUE	AUTHOR DATE
1.0	Peter J Knight November 2020
1.1	S M Cullen November 2021
1.2	S M Jones September 2023
1.3	S M Jones September 2024

Rationale

Everything that we do at St Patrick's is underpinned by our shared values.

In designing a curriculum for St Patrick's school we are guided by these key questions:

What kind of people do we want in our society?

What values do we want them to have?

What experiences do they need to have?

What knowledge and skills will they need to express themselves, to contribute to society, to flourish and to care for others?

What is it like growing up in Grangetown, in Cardiff, in Wales, in the UK, in Europe, in the world?

We love to learn at this school and all the adults here see themselves as learners who are willing to share what that means.

We believe that God wants us to think and be creative.

The curriculum is the interaction between the teacher and the learner and, as such, conveys attitudes and values, in addition to knowledge, skills and understanding.

High standards are created through high expectations, which are at the core of the attitudes and values we share through our curriculum delivery.

Our Aims

The four purposes are the starting point and aspiration for our curriculum design. Ultimately, the aim of a St Patrick's curriculum is to support its learners to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

We also hold our distinctive Catholic principles as outlined in the Jesuit Pupil Profile

Pupils in a Jesuit school are growing to be . . .

- Grateful for their own gifts, for the gift of other people, and for the blessings of each day;

and generous with their gifts, becoming men and women for others.

- Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.
- Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.
- Faith-filled in their beliefs and hopeful for the future.
- Eloquent and truthful in what they say of themselves, the relations between people, and the world.
- Learned, finding God in all things; and wise in the ways they use their learning for the common good.
- Curious about everything; and active in their engagement with the world, changing what they can for the better.
- Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.

Purposes

- To ensure pupils access their statutory entitlement to the curriculum.
- To incorporate the Four Core Purposes throughout the curriculum
- To provide a basic curriculum including Religious Education and the National Curriculum for pupils in Progression Step 1 - 3.
- To provide a daily act of collective worship
- To embrace, promote and encourage those values outlined in the Jesuit Pupil Profile
- To develop positive attitudes and behaviour, including self-control
- To develop high self-esteem and confidence
- To encourage pupils to think for themselves and become independent and self-responsible
- To motivate pupils and encourage them to learn to question; and respond to challenges.
- To develop respect for self and others
- To acquire knowledge, skills and understanding
- To build on previous experience through reflection
- To use the outcomes of assessment in order to move forward
- To develop creativity, imagination, spontaneity and initiative
- To communicate effectively and express themselves clearly
- To work co-operatively and collaboratively where appropriate
- To learn to select and use method and resources, and to be discriminating
- To be motivated to work independently
- To promote the intellectual, spiritual, moral, cultural, mental and physical development of all pupils
- To promote partnership between the child, the parent, the teacher and the Community.

Broad Guidelines

The curriculum:

- is based on the vision, aims, mission and ethos of the school
- is broad and balanced and is careful to ensure sufficient depth of study
- introduces pupils to a wide range of experiences, knowledge, skills and understanding
- promotes pupils' spiritual, moral, cultural, mental and physical development
- prepares pupils for the opportunities, responsibilities and experiences of adult life
- enables more able and talented children to develop their skills at an appropriate rate
- encourages the development of digital skills
- includes the development of wider skills
- is differentiated to meet the needs of all pupils including ALN and MAT Pupils
- includes opportunities for assessment and builds in continuity and progression in future planning, following evaluations of pupil outcomes
- is assessed through statutory assessments which take place at the end of the Foundation Phase (Year 2) and at the end of Year 6. All pupils from Year 2 to Year 6 sit the National Tests in the summer. There are 3 tests for each year group:
 - i, Reading,
 - ii, Mathematical Reasoning
 - iii, Mathematical Procedural
- includes the use of the school environment to develop academic and social skills
- ensures the quality of pupil learning by an evidence-rich tracking process which draws from - lesson plans, schemes of work and goals and targets set by teachers and subject leaders.
- has sufficient resources to enable pupils to access their entitlement and also to provide value for money
- reflects equal opportunities and race equality for all pupils ● each individual subject is evaluated and reviewed by the relevant Subject Leader
- is monitored, evaluated and reviewed by the Whole School Subject Leader through regular meetings with Subject Leaders and by monitoring teacher planning
- is monitored evaluated and reviewed by the Governing Body through regular discussion and reports from the Subject Leaders and the Whole School Subject Leader
- is reported to parents through induction evenings, regular parents' evenings, curriculum evenings the school website and Twitter
- is further enhanced by providing opportunities for staff development in teaching skills; curriculum knowledge, skills and understanding; and classroom organisation and practice.

Our Curriculum Design

Every child at St. Patrick's explores 3 topics over the course of a year (autumn, spring and summer).

Each topic has one of the following 3 Areas of Learning and Experience driving learning:

- Humanities
- Science & Technology
- Expressive Arts

[LINK TO CURRICULUM TOPIC OVERVIEW CYCLE A & CYCLE B](#)

Health & Wellbeing

All topics are underpinned by Health and Wellbeing. Key concepts and experiences in Health & Wellbeing have been mapped in order to fulfill the demands of the New Curriculum. These experiences are broadly mapped as follows:

Health & Wellbeing Provision		
Autumn Term	Spring Term	Summer Term
Cooking 6 half days Forest Schools 6 half days	Emotional Health & Wellbeing 6 half days Forest Schools 6 half days	Cycle Lessons 6 half days Forest Schools 6 half days

Cross Curricular Responsibilities

Across all Areas of Learning and Experience (AoLEs), the application of numeracy, literacy and digital competency is robustly planned for. Teachers are expected to plan and deliver learning objectives pitched appropriately to the learners needs. Lessons have success criteria (which also include numeracy, literacy and/or digital competency) to ensure the learners are aware of the particular skills they are looking to develop within that lesson. In addition to literacy, numeracy

and digital competence, teachers plan for incidental Welsh and opportunities to address relationships and sexuality education in line with the new Curriculum for Wales.

Policy approved by:

Date

Valentine Flamini (Chairperson of Governing Body)

09.10.2025

Valentina Flamini

Sarah Marie Jones (Headteacher)

09.10.2025

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