



St Ignatius Catholic Primary School

Policy: Curriculum Statement 2026/27

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At **St Ignatius Catholic Primary School**, we are guided by our mission:

“Achieving our best by learning together and serving one another, with Christ by our side.”



Our Vision at St Ignatius

Pope Francis called upon all young people to use their Head, Heart and Hands to bring hope to the world.

Curriculum Intent

At St Ignatius, **Christ is at the centre of all that we do**. Our vision is to help every child grow in **Head, Heart and Hands**, becoming confident, compassionate and purposeful young Catholics. They will be prepared for their future lives.

Our Curriculum is built on:

HEAD – Academic Excellence

Children need high quality teaching to achieve their potential. This will improve life chances. We want our pupils to **think deeply and act wisely**, developing a love of learning and achieving their individual potential.

HEART – Emotional Strength

Children who are struggling emotionally will not be able to focus on learning. We nurture children who **live generously, act justly and serve faithfully**, developing resilience, compassion and a strong sense of who they are.

HANDS – Take Action

Children need to ‘walk the talk’. They should themselves and others ‘live’ what we say. Catholic Social Teaching Values, guide us. We encourage pupils to **take action, make a difference and lead with purpose**, using their gifts to serve others and improve the world around them.

Together, **Head, Heart and Hands** equip our children to live our mission:

*Rooted in the Ignatian tradition of **finding God in all things**, our curriculum nurtures each child as a unique individual — spiritually, intellectually and emotionally — so that they can grow into the person God created them to be.*

Curriculum Implementation

To ensure the delivery of our vision, teachers and support staff will:

- Have high expectations of all students
- Employ a variety of appropriate teaching and learning methods which are adapted to meet the needs of all learners
- Ensure that all pupils including those with SEND and PPG can fully access the curriculum including co-curricular, trips and visits and be given opportunities to succeed.
- Deliver a curriculum which builds upon students’ previous experiences, backgrounds and our locality so that it is bespoke both for our children but for the future.
- *Use daily Retrieval practice to develop deeper understanding and longer-term memory
- Provide work which offers depth, challenge, motivation and inspiration
- Provide regular feedback through assessment and encourage students to evaluate their own learning
- Provide opportunities to further embed pupils understanding of Catholic Social Teaching values
- Develop pupils’ skills to become independent learners through oracy, metacognition and self-regulation
- Reward and value pupils’ achievements across all areas of the curriculum
- Work in partnership to keep parents/carers informed regularly This approach will be underpinned by high quality Professional Development.

The curriculum is reviewed annually by the Governing Body.

Curriculum Overview

EYFS

The Reception curriculum follows the changes brought in with the Early Years Foundation Stage Framework in September 2021. It covers seven areas of learning; three prime and four specifics. The three prime areas are Personal, Social Emotional Development, Communication and Language and Physical Development. Success in these areas ensures that children will go on to achieve in the specific areas of learning; Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Children learn in a variety of ways in the classroom through a combination of adult directed teaching and child-initiated learning. There is a strong focus on objective led planning which provides the opportunity for each child to develop their understanding and make progress in a way that engages them and appeals to their personal interests. In addition to the seven areas of learning, pupils also take part in Religious Education and PSHE/RSHE lessons which underpin teaching and learning within the classroom. As part of the EYFS curriculum we deliver the WELCOMM and Talk for Writing approach to support and develop the children's language and early literacy skills. Play and Exploration is a fundamental part of learning in Reception. It means children are able to choose activities where they can engage with other children or adults or sometimes play alone.

During these activities the children learn by first-hand experiences; by actively 'doing' as well as through scaffolding and modelling by adults. The children are provided with sufficient space both indoors and outdoors, time and choice with a range of activities. Learning activities are planned through discussion with the children around their current interests, as well as taking into account their learning styles and stages of development.

KS1 and KS2

The pupils will learn six cross-curricular topics annually with History, Geography and Science driver themes. This provides pupils with an opportunity to see connections between their learning and to apply their reading, writing and Mathematics skills in a range of contexts. This cross-curricular themed approach also ensures pupils develop a rich and deep subject knowledge. Pupils will understand the purpose and value of their learning and see its relevance to their past, present and future.

We do use some schemes such as KAPOW for foundation subjects but not with absolute fidelity as we feel that what we deliver should be bespoke for our cohorts.

Learning is carefully planned and structured to ensure deep, secure understanding. We will therefore allow pupils to learn at a pace that enables the formulation of a robust understanding of central ideas; key concepts; key bodies of knowledge and fundamental skills. Our aim in doing so will be to ensure that all units of learning have a high impact on pupils' development. A knowledge organiser is used for every topic and sent to parents to harness the relationship between home and school. These will be drawn upon throughout learning topics.

At the start of topics, pupils are asked to brainstorm all of their known facts as a baseline and to build on these throughout the topic. At the end of topics an informal assessment takes place and together with the work and observations throughout topics, teachers make an overall judgement using the skills and knowledge which are placed at the back of books.

Pupils' mental health and well-being plays an important part in their ability to engage with their learning and to be happy. So, built into our curriculum, are opportunities to develop strategies to maintain a healthy mind and body. Pupils have a wide range of opportunities to engage in sport and physical education. Themed weeks and days will enrich the curriculum and provide an opportunity to learn new skills and knowledge. We have several trips off site, speakers as well as specific weeks such as well-being and mental health week. Every year we end the year with a whole school art exhibition and parents are invited to visit.

Co-curricular

All pupils are encouraged to take part in co-curricular activities offered within the school which we believe will help them develop fully as individuals and establish the habit of being a lifelong learner. We offer 20 clubs. We have a particular focus on ensuring equitable access to clubs by actively ensuring our more vulnerable learners participate in regular co-curricular activities.

Pupils are encouraged to learn an instrument and there are many opportunities to take part in music through choirs, music festivals and individual music tuition. There are a range of sporting activities open to all year groups that take place before and after school as well as lunchtime inter-house competitions. Other clubs offered include: drama, chess, cookery, Spanish and textiles.

Leadership

Every subject lead creates a yearly SOAP (Summary on a page) which documents their subject in more depth. For 2026-2027 the creation of a Curriculum Team is being developed to be more thematic.