

Sacred Heart Catholic Primary School



RSHE Implementation

Implementation

Our mission statement sums up the expectations fostered at our school to always serve God in all aspects of our daily life. We have a belief in teaching for depth and breadth so that a child can be supported to reach age related expectations in reading, writing and maths.

We use the National Curriculum to ensure every teacher teaches the knowledge and understanding appropriate to that age group. The curriculum has been divided into key skills to ensure there is clarity for the teaching staff. Our Curriculum Maps have been designed to maximise cross curricular links within the curriculum and to ensure consistency and progression.

We value a knowledge led curriculum where we aim to develop children's thinking and reasoning.

Teachers are provided with time each term to plan their curriculum for the following half term. As part of this planning process, teachers plan for the following:

- A unit introduction, where pupils explore key vocabulary, the broad unit content and recognise the skills previously learned that they will be able to apply in this unit
- A cycle of lessons for each subject, which carefully plans for progression and depth;
- Throughout the unit teachers give pupils feedback either by marking or verbally
- An end of unit assessment which is used for formative assessment purpose. This is carried out in a variety of ways eg. Reports, oral presentations, quizzes, a Big Question, 3 facts to share with your parents.
- Summative assessments in Reading and Maths
- Educational outings and visiting professionals will enhance the learning experience;

Our RSHE curriculum offers excellent enrichment experiences to enable pupils to develop essential life skills. It is taught in units, giving pupils the opportunity to recall and build upon previous learning, exploring the underlying principles of RSHE education regularly at a depth that is appropriate for the age and stage of their education. All lessons use a range of resources to support learning, including a rich bank of vocabulary and the opportunity to question, debate and reflect.

In our school we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all of our children. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children

to feel that they are valued members of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different needs and aspirations;
- require different strategies and resources for learning;
- acquire, assimilate and communicate information at different rates and in different ways;
- need a range of different teaching approaches and experiences.

We believe in 'Quality First' teaching for all children and have a graduated response model of support for pupils (Wave 1,2 and 3) which assists in identifying those pupils who may face challenges within their school journey. Identified gaps are addressed at the earliest opportunity through our assessment system.

Teachers use Working Walls that show the current skills, strategies and key vocabulary. Teachers have ownership over how their Working Wall is used, in order to suit the needs and learning styles of their pupils. Additional displays in classrooms are used to celebrate pupils' learning.

Displays within other areas of the school will celebrate our curriculum and inform pupils, staff and visitors of our learning throughout the year.

Subject Leaders receive training to have a clear understanding of their roles and responsibilities in curriculum design and delivery. They have the knowledge, expertise and practical skills to carry out this role to the best of their ability, closely supported by the Senior Leadership Team. Subject Leaders lead staff meetings to share their expertise in order to develop the confidence of all teachers.

Subject Leaders review the Curriculum Map and Progression Map for their subject area to ensure that skills are built upon year on year and children have opportunities to develop their cognitive memory by revisiting knowledge at different points in the year.

Assessment is used daily in the form of Assessment for Learning. This informs the planning for future lessons and identifies where further individual or group support is needed. SIMS is used to track pupil progress and attainment in RE, Reading, Writing, Maths and Science. Foundation Subjects are assessed termly.