



# Christ The King Federation



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St Francis and Christ The King Federation Catholic Primary Schools

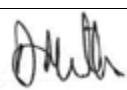
Executive Headteacher: Mrs S. Ginzler-Maher

## CURRICULUM STATEMENT

### FEDERATION MISSION STATEMENT

*Christ The King Federation is a community called by God to work collaboratively for the common good; providing an environment that nurtures and inspires pupils to realise their potential, as we journey together.*

This federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment

| Document Detail               |   |
|-------------------------------|---|
| Category:                     | Curriculum  |
| Authorised By:                | Curriculum & Pupil Related  |
| Chair of Governors Signature: |  |

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|---|-------------|
| Issue:  |             |
| This policy was formally adopted by the Full Governing Body on: | Autumn 2023 |
| Review Date:  | Autumn 2024 |

## **The Curriculum at Christ The King Federation**

**At Christ The King Federation Primary school we carefully design, plan and implement a curriculum to provide balance for every pupil:**

At Christ The King Federation it is our underlying belief that every child should feel valued and experience the feeling of success in a wide range of curriculum areas. We believe that through the curriculum we can impact on what is in children's head and how they feel about themselves, so that they feel clever, confident and ready to tackle any challenge they may face.

We have designed, organised and planned our curriculum to ensure every child receives an appropriate mix of academic and personal development, which means that in practice our curriculum places equal importance on core and foundation subjects with regular cross-curricular work.

At Christ The King Federation we place high priority on ensuring children's physical and mental wellbeing are met. We understand that children will not be successful learners unless they are emotionally secure, therefore we carefully design our curriculum and adopt a flexible approach to timetabling to ensure that we can meet and respond to any issues which may arise. Children's physical and mental wellbeing are as valued and important as academic development.

We carefully monitor children's progress with their personal development and our well-planned and thoughtful approach to SMSC helps to ensure that every child is well cared for and supported.

Our balanced approach to the curriculum is not at the expense of high standards in core subject areas. High standards and enabling children to reach national expectations and above is of vital importance if they are to succeed at the next stage of their education and go on to achieve full and happy lives and careers.

Our full and rich curriculum, with its excellent range of experiences, ensures that every pupil at Christ The King Federation makes excellent progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish.

**Our curriculum at Christ The King Federation is carefully designed, organised and planned for depth of learning:**

At Christ The King Federation our definition of progress is; the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and plan our curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum.

Our careful curriculum design and planning means that we build in many opportunities for repetition and practise opportunities for essential knowledge, skills and understanding in every subject. This ensures that children are able to revisit previous learning, which allows them to gradually develop a deeper understanding of the skills and processes within subjects, at their own pace and in the best possible way for each individual child.

Our curriculum is meticulously designed and planned to move the nature of children's thinking to a higher order deep level of understanding rather than just acquiring new facts and knowledge.

**At Christ The King Federation we carefully design, plan and implement a curriculum which provides breadth for every pupil:**

At Christ The King Federation careful analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a curriculum with three key priorities underpinning every subject area. We believe that by focusing on the following key priorities our children will be ready to successfully meet the challenges of the next stage of their education and their lives.

Our curriculum priorities are:

1. Aspirations - we aim to provide experiences which show children the wide range of possibilities available for their future.
2. Initiative - we aim to offer experiences which help them to become independent and resourceful learners.

3. Environment - we aim to provide experiences which help our pupils value their environment and understand their responsibilities towards sustaining their local and global environment.

We have designed and planned our curriculum to offer a range of experiences which contribute to every child receiving a full and rich curriculum. The range of experiences we offer support and champion our culture and ensures that our children benefit from a full range of academic, spiritual, moral, social and cultural activities. These activities enrich their lives and those of our whole school community and make them proud of their British values and diverse society to which belong and play an active part. We are proud that our curriculum gives our children the skills, confidence and self-belief to lead a happy and fulfilled life by encouraging them to aim high and work towards their goals and dreams in life.

**The content of the curriculum the school follows in each subject can be found under [Curriculum Maps](#).**

**How to find out more about the curriculum:**

If you would like to find out more about the curriculum the school is following, please contact the Headteacher or the Acting Head of School. All queries can be addressed via the School Office by calling: [01245 321828](tel:01245321828) or emailing: [admin@st-josephspri.essex.sch.uk](mailto:admin@st-josephspri.essex.sch.uk)



# Christ The King Federation



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St Joseph's Catholic Primary School  
Headteacher Miss T. North

St Francis RC Primary School  
Acting Headteacher: Mrs C. Peear

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## **1.0 Aims and objectives**

1.1 Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

1.2 The aims of art and design are:

- ◇ To enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- ◇ To develop creativity and imagination through a range of complex activities;
- ◇ To improve the children's ability to control materials, tools and techniques;
- ◇ To increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- ◇ To develop increasing confidence in the use of visual and tactile elements and materials;
- ◇ To foster and enjoyment and appreciation of the visual arts and a knowledge of artists, crafts people and designers.

## **2.0 Teaching and learning style**

2.1 The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including computing.

2.2 We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies linked to the 'Access Art' guidance:

- ◇ Setting common tasks that are open-ended and can have a variety of responses;
- ◇ Providing a range of challenges with different resources;
- ◇ Using additional adults to support the work of individual children or small groups.

### **3.0 Art and Design curriculum planning**

- 3.1 Art and Design is a foundation subject in the National Curriculum. At Christ the King Federation we use the national scheme of work as the basis for our curriculum planning in art and design.
- 3.2 The long term curriculum map ensures progression and coverage of skills on a half termly basis for each year group.
- 3.3 We plan the activities in Art and Design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school. We implement guidance from the 'Access Art' programme to ensure creativity and coverage.

### **4.0 The Foundation Stage**

- 4.1 We encourage creative work in Reception Class. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

### **5.0 Progression and Continuity**

- 5.1 The school uses a variety of teaching and learning styles in Art and Design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct teaching and individual/ group activities. Teachers draw attention to good examples of individual performance as models for the other children. They

encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including other artists' work, educational visits and computing.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities. We achieve this through a range of strategies and/or support from peers or adults.

## **6.0 Assessment and Recording**

- 6.1 At Christ the King Federation assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made against the National Curriculum programme of study.

## **7.0 Spiritual, moral, social and cultural development**

- 7.1 The teaching of Art and Design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding. They also develop an understanding of different times and cultures through links with other areas of the creative curriculum.

## **8.0 Health and Safety**

- 8.1 The safety of the children is the responsibility of the class teacher. The children are made aware of the safe use and correct procedure involved when using tools and equipment in a learning environment. The children are made aware of the need to be careful and to understand that their actions can affect others. The children build up a range of skills when using equipment to reduce unnecessary risk. The children wear protective clothing if necessary.



- All staff have read and understood the school's Health and Safety Policy.
- Specific health and safety points will need to be included onto topic plans.
- Risk assessments for specific tools and equipment should be undertaken.